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ABSTRACT

Investigations of (1) the extent to which parent involvement training is included in the pre-service training of elementary and preschool teachers, (2) external and mediational influences on parent models of child socialization, and (3) the relevance of parent education programs to changing family structures are reported. Data were gathered from individuals associated with colleges and universities, organizations, and agencies located in the six-state region encompassing Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas. All three studies were done by survey questionnaire or by a combination of paper-and-pencil instruments, questionnaires, and structured interviews. For the study of parent involvement training in pre-service education, 575 teachers of elementary education courses completed the survey questionnaire. The study of influences on parent models of child socialization obtained data from members of two parent organizations: Mothers Incorporated and Mothers of Twins. The study of the relevance of parent education programs surveyed the directors of parent education programs of any type and decision makers in other agencies, such as the Junior League and the American Red Cross in the six-state region. Results are discussed. Extensive appendices provide copies of questionnaires, interview schedules, and other measures used; a discussion of personal construct theory; profiles of parent education programs; descriptions of samples; and findings and selected references. (Author/RH)

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FINAL INTERIM REPORT

PROJECT: SOUTHWEST PARENT EDUCATION RESOURCE CENTER

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Even though the curriculum of teacher training programs has not changed, professors of education may be cognizant of the changing demands upon teachers and are able to include parent involvement training within the context of existing courses. In order to assess the extent to which parent involvement skills have been addressed formally by changes in the teacher training curriculum, but also to measure the extent to which professors address these skills in existing courses, this project conducted a survey of teacher educators at each of 133 teacher training institutions in this 6-state region.

This mail survey was directed to professors who are involved in the preparation of elementary school teachers in this region. The survey questionnaire asks them (1) about their attitudes about parent involvement in the schools, (2) about the proper roles for parents in the schools, (3) about skills teachers should have in working with parents, and (4) about ways in which teachers should acquire these skills. It also asks them to indicate the extent to which these issues were addressed in the courses they taught. The survey was designed to assess parent involvement training in elementary education training programs, and to provide information which might be used in revising the curriculum for prospective teachers.

This is the first of a series of surveys designed to gather recommendations for changing the teacher preparation curriculum to include parent involvement training (PIT). Each of these surveys focuses on one of the stakeholder groups which has specific knowledge about aspects of the changes in the curriculum: (a) the professors who would implement the changes, training teachers to work with parents, (b) teachers in the schools who increasingly work with parents, (c) principals in the schools who have the responsibility for working with both their own staff of

AREA FOCUS ONE: PARENT INVOLVEMENT AND PRESERVICE TEACHER EDUCATION

Objective (FY 80): To determine the extent to which parent involvement training is included in the preservice training of elementary and preschool teachers.

I. INTRODUCTION

In the last decade there has been increased emphasis upon involving parents in the education of their children. Federal legislation has mandated parent involvement in Title I programs as well as requiring schools to involve parents in the educational planning for children in special education. Legislation inseveral states now provides parent involvement in the schools by creating Parent Advisory Committees for every school in the state. At the local level, there is an upward spiraling trend of schools beginning to require formal parent/teacher conferences to discuss the progress of each child enrolled. Parents are also taking on a more active role in the education of their children, and their contact with school personnel is rapidly increasing.

From the teachers' perspective, this increased contact with parents has added to the demands traditionally associated with the teacher role. Teachers are now expected to develop skills in working with parents and leadership in working with advisory groups, in addition to the skills which pertain to classroom instruction. Although additional teacher competencies are needed due to the increase of parent involvement, the professional training programs for teachers have generally remained unchanged. The training for teachers has continued to stress classroom teaching skills and has not yet addressed the new skills which teachers may need to work with parents in the schools.

teachers and with the parents of school children, and (d) parents who are learning new ways to become involved in their children's schools. Each of these groups has its own ideas about the goals of parent involvement and about the best ways of meeting those goals. The purpose of this series of surveys is to gather this information from each stakeholder group and then identify areas of consensus and areas of conflict by comparing the responses of each. This comparison of responses will be used to develop specific guidelines for deciding the type of parent involvement training which would best meet the needs of all groups involved.

II. REVIEW OF LITERATURE

A. Introduction

In the mid-1960's social research provided new evidence concerning the relative impact of the family and other institutions on child development. These studies suggested that family circumstances and the influence of the family were strong enough to outweigh the influence of the schools (Bloom, 1964; Coleman, 1966; Jencks, 1972). As a result of this evidence, new federal programs designed to enhance equal educational opportunity included a mandate to involve parents in the schools (Head Start; ESEA Title I; Bilingual Education). This move toward parent involvement has been augmented by the activities of various advocacy groups seeking greater parent involvement in the education of their children, such as the Council for Exceptional Children and the Association for Children with Learning Disabilities, and The National Committee for Citizens in Education. The impact of social research, the federal programs and the advocate groups began to break down the barriers between home and school and to produce innovative ideas about how these two institutions might improve their interaction.

In 1975 the Congress passed the Education for All Handicapped Children Act (P.L. 94-142) which required all public schools to provide a free and appropriate public education to handicapped children and to actively involve parents in developing their individual educational plans. This legislation has produced state and local policies outlining new procedures for assuring parent involvement in the schools. Although this legislation focused on handicapped children, it has greatly affected teachers and administrators by increasing the sheer quantity of their contact with parents. In addition, parents of non-handicapped children have become more aware of their potential power to affect school policy and have demanded to have input into the education of their children.

In an effort to insure parent involvement on a state-wide basis, three states have also passed legislation requiring public schools to have school advisory councils. California, Florida, and South Carolina have all passed legislative mandates which describe the duties of such advisory councils as well as requiring that parents be given a major role. The purpose of this legislation is to increase citizen participation in education and to help schools to improve educational services (Davies and Zerchykov, 1980).

B. The Goals of Parent Involvement

Recent educational research suggests that parent involvement in the schools may help parents by giving them a better understanding of school problems (Filipczak, 1977; Hubbell, 1979), more input into policy decisions (Olmstead et al, 1979), and new skills in teaching their children (Alden, 1979; Filipczak, 1977; Olmstead, 1979). Other articles suggest that parent involvement may help teachers to raise achievement scores by using parents as home tutors (Rich et al, 1979) and by enlisting their cooperation with behavior problems (Hobson, 1979). Still other articles suggest that *administrators* can use parent involvement to improve home/school relations (Schmuck, 1974), to set disciplinary standards (Parker, 1979), to obtain greater community support for school programs (Hubbell, 1979; Filipczak, 1977), and to gain assistance with the management of the school itself (Parker, 1979). In summary, there are a number of different goals which may be served by involving parents in their children's schools.

C. Barriers to Parent Involvement

In the last ten years a momentum has been building to encourage, mandate and study parent involvement, yet this increased activity has not produced widespread benefits for parents or schools. A variety of explanations have been offered for the limited success of parent involvement in the schools:

Explanations	Categories
limited time available to parents or teachers	I, II
lack of parental interest	II
teachers feel threatened	II
parents not taken seriously	II
lack of acceptance by teachers	II
lack of administrative welcome in school	I
lack of communication skills (parents and teachers)	III
parents feel inadequate	II
teachers already overburdened	I
teachers see parents as unqualified	II, III

(Sowers, et al, 1980)

This list of explanations, compiled at a conference of parents, teachers and administrators, suggests that the *barriers to parent involvement fall into three categories*. The first category (I) is that of policies and procedures (federal, state and local) which provide the context for understanding parent involvement in any specific setting. The second category (II) is that of emotional or attitudinal resistance by parents, teachers, and administrators which shapes the character os compliance with policies and procedures and which must be addressed before examining the problems in the third category. The third category (III) is that of specific skill deficits on the part of parents, teachers, or administrators which prevent effective parent involvement. This is the last category because it would be futile to attempt to teach these skills unless there was first administrative support for parent involvement and also motivation to learn them. These three categories of problems all contribute to the lack of success of parent involvement.

D. Stakeholders Affected by Parent Involvement

In addition to the three types of problems facing parent involvement, there are also three stakeholder groups who are primarily affected by it: parents, teachers, and administrators. When families and schools are viewed as a system of the two institutions having major responsibility for socialization of children, it is clear that changes in the role of one group will necessarily affect the other (Leichter, 1979). Within this system, the three stakeholder groups are necessarily interdependent. For example, if parents were to share in teaching their children, teachers might have more time for curriculum planning or other activities; if teachers were to meet with parents on advisory councils, administrators might have more time for planning and management; and if administrators were to alter current demands on teacher time, teachers might have more time to meet with individual parents.

The interdependent nature of the stakeholder groups suggests that the problems which impede parent involvement in the schools are systemic. In order to accurately assess a systemic problem it is necessary to survey members of each stakeholder group to determine their particular view of the problem (Leichter, 1979). When information has been gathered from each of the groups, a systemic set of recommendations may be developed which outlines the specific changes necessary for the system and for each individual group. Unless this systemic approach is used, each of the stakeholder groups will tend to see the other two groups as the real barriers to more effective parent involvement.

E. Types of Parent Involvement Activities

Finally, there is a need to clearly define what is meant by parent involvement in the schools (Filipczak, 1977). Parents may take it to mean participating in a bake sale or obtaining control of the curriculum. Teachers may take it to mean parents working more with their children at home or parents volunteering to help in the classroom. Administrators may think of parent involvement as schools teaching them parenting skills, parents cooperating with the school in disciplining their children, or parents participating on school advisory committees. In order to get an accurate picture of the problems facing parent involvement, it is first necessary to separate these different definitions of parent involvement in the schools.

The most widely accepted definition of parent involvement was that of the late Ira Gordon. He defined parent involvement as:

> ...a form of citizen participation wherein parents receive and transmit information about their children, augment and complement the process of formal education at home and/or at school, contribute to decision making on school related issues and activities, and generally seek to ensure their children's well-being as they experience formal education (Gordon and Brievogel, 1976).

He then separated the various parent involvement activities according to three models: The Family Impact Model, The School Impact Model, and The

Community Impact Model. The Family Impact Model includes those activities for which the major goal is to do something to or for the family in order to help the child in school. Activities under this model are based upon the following assumptions:

that the family wants to help but doesn't know how
that there are correct ways to raise children
that educators know what these correct ways are
that family behavior will change with knowledge

The assumptions of the Family Impact Model are completely consonant with the assumptions which underlie the educational system as a whole. The School Impact Model includes activities where the focus is upon changing the school. This model is based upon an entirely different set of assumptions, including the following:

that school personnel want to help but aren't sure how best to do it
that parents can be of assistance in school decisions
that benefit to the children is the common goal of parents and schools
that parents can learn skills necessary in running the schools

The assumptions of this model begin to illustrate the conflict of interests between the family and the school in parent involvement. The School Impact Model threatens the power which teachers and administrators have traditionally held. A third model, the Community Impact Model is emerging to cope with the limitations of the other two. In this model the focus is upon integrating the two subsystems which have the most impact on child development so that their efforts are complementary and integrated (Gordon, 1979). This model is based upon the work of Brim (1975) and Bronfenbrenner (1976) who suggest that both institutions must be viewed within the larger context of the community, as subsystems rather than as separate entities. The assumptions of this model include the following:

- that the family is the primary influence on child development
- that the school is a major secondary influence
- that the common goal is to provide training which will enable children to become productive citizens in the community
- that the success of this training depends upon the congruence of values, goals of the family, the school and the larger community in which they exist

The assumptions of the Community Impact Model point up the importance of parent involvement in the schools, but they avoid placing major responsibility for change on the family. This model takes into account that families and schools are both affected by pressures of a changing society, and focuses on the importance of developing new ways to interact with each other.

This framework of parent involvement activities provides several insights about the field. Parents are likely to resist parent involvement programs which focus on changing the family because they disagree with assumptions on which they are based. Teachers and administrators are more likely to resist programs which impact the school because of disagreement with the assumptions of that model. Parents and school personnel may resist programs based upon the community model because of disagreement with the assumptions. This model makes it clear that each stakeholder group has its own specific needs, which may or may not be compatible with the needs of the other two. Parent involvement activities can be expected to gather support from each group to the extent these activities are seen as meeting that group's needs. Since the support of each stakeholder group is necessary for parent involvement to be successful, parent involvement activities must take into consideration the viewpoint of all three groups.

E. The Focus of This Study

The purpose of this study is to look at parent involvement from the viewpoint of teacher educators and to use this information to develop guidelines which might be used to modify the curriculum for training elementary education teachers. Rutherford and Edgar (1979) have pointed out that parent-teacher relations are frequently missing from the curricula of teacher training programs. Conner and Sanders (1976) stress the importance of having teachers who are trained to assist parents in becoming involved with the schools, and Morrison (1978) predicts the need for such teachers will continue to increase in the future. Safran (1979) agrees with these authors, but goes a step further in stressing the importance of providing this parent involvement training as part of the undergraduate curriculum rather than depending upon inservice training.

This survey is designed to ask teacher educators about their attitudes toward parent involvement and to ask them whether they also think it is important enough to be included in the already crowded teacher training curriculum.

III. METHODOLOGY

A. The Survey Instrument

The parent involvement training survey is a five-part instrument which explores the attitudes and practices of teacher educators regarding parent involvement training (Appendix A). Part I is a 46-item section which asks for their perceptions of (1) the current state of education, (2) appropriate roles for parents in the schools, (3) the desirability of training teachers in parent involvement, and (4) the barriers to implementing parent involvement or parent involvement training for teachers. Each item is a statement and the respondents were asked to indicate the extent to which they agreed or disagreed with it. Part II consists of seven additional statements, but these seven items all pertain to actually providing parent involvement training for undergraduates in education. Again, the respondents were asked to indicate the extent to which they agreed or disagreed with each statement. In Part III teacher educators were presented with 13 teaching activities used to teach students about parent involvement and they were asked to rate each of the 13 on a scale from one to five, with one indicating that the method is less important and five indicating the method is very important. In Part IV, the respondents are asked to look at the same 13 teaching activities and to indicate which ones they have actually used in their courses. In Part V, respondents were presented with 19 common decision-making issues in the schools for which either parents, teachers, or administrators might have responsibility. They were then asked to indicate which of these three groups should have input into the decision, and which should have final authority for making the decision. The last part of the survey instrument asked for seven categories of demographic information:

Number of years teaching at the college level
Number of years taught in public or private schools
Primary focus of graduate training
Approximate enrollment of present institution where teaching
Extent to which parent-teacher relations are a part of your teaching
Sex
Ethnic background

B. The Sample

Using a national directory of colleges and universities, a list was compiled of all the four-year colleges offering undergraduate programs in elementary education in this six-state region. Each college was asked to submit a list of professors or instructors teaching elementary education courses at that institution. In all, 133 colleges met the criteria and from these colleges there was a total of 980 eligible respondents for the survey. Each of the 980 potential respondents was mailed a survey and a self-addressed return envelope, and a total of 575 completed the questionnaires and returned them. The characteristics of this group of respondents are described in detail in the Results section of this report and in Appendix B.

IV. DATA ANALYSIS

The first step in data analysis was to look at the response distribution and mean ratings for each item in Parts I-V and for each demographic variable. Because of the different formats used in each part of the questionnaire, subsequent analyses were slightly different for each section. For Part I the mean ratings of each item were used to rank order the items in terms of the strength of response. The items were then grouped by whether respondents generally agreed or disagreed with the statement in the item. After determining whether respondents agreed or disagreed with a given item, the responses were broken down by each of the seven demographic variables to determine whether subgroups within the sample felt differently on a particular issue. The items on Part I were also factor analyzed to discover whether or not the response patterns indicated underlying factors which influenced responses. Using a standard varimax rotation, three factors were identified which seemed to correspond to the domains used to construct the questionnaire. For Part II, the data analysis was similar to that used in Part I as they both have the same format. Again, in Part

III, the mean scores were used to rank order the13 teaching activities used to teach about parent involvement in terms of their perceived importance. In Part IV, where respondents indicated which of the activities they actually used in their teaching, the group responses were rank ordered according to the frequency of response to each item. Rather than calculating a correlation coefficient for the two sets of ranked items, a visual comparison was made to determine the extent to which the methods considered most important corresponded to those which were most used. Again, on Part V, a frequency distribution was used to get an overall picture of whether parents, teachers, or principals should have input or final authority on each of 19 typical school decisions. Means were also calculated for each of the demographic items, and a frequency distribution was used to describe the respondent group.

V. RESULTS

This section includes a summary of the characteristics of respondents in this study, description of their responses to Parts I through Part V of the survey questionnaire, and the results of secondary analyses used to discover underlying response patterns of particular subgroups within the sample. The results are presented in tables and discussed in the corresponding text.

A. Characteristics of Respondents

Of the 575 respondents, 294 (51%) were teaching at teacher colleges or universities in Texas, with about 10% from each of the other five states (see Table 1).

TABLE 1

Number of Respondents by State

State	N	Percent of Total
Arkansas	59	10.3%
Louisiana	68	11.8%
Mississippi	58	10.1%
New Mexico	38	6.6%
Oklahoma	58	10.1%
Texas	294	51.1%
TOTAL	575 respondents	100.0%

The 575 respondents indicated they had been teaching college an average of 3.90 years. They also had taught in the schools an average of 3.76 years. Their graduate training included Curriculum and Instruction (35%), Elementary Education (33.2%), Educational Administration (8.7%), Preschool or Early Childhood Education (8.2%), and Special Education (5.0%). Other disciplines represented in this group included educational psychology, philosophy of education, music, library science, child development, bilingual education, and psychology.

Approximately two-thirds of the group (67%) indicated they currently teach at a college with an enrollment of less than 10,000 students. Only about 9.9% teach at colleges or universities with a student enrollment of more than 20,000.

From this group, 55.5% of the respondents indicated they included some form of parent-teacher relations in their teaching. Of the 575 respondents, 211 indicated they taught at least one class on the topic (36.7%), another 84 said they taught a module (14.6%) and 24 indicated they taught a complete course on the topic (4.2%). All together, 55.5% of respondents indicated they taught parent-teacher relations in their courses. Approximately 30.3% of respondents indicated their courses included very little or no emphasis on parent-teacher relations.

In terms of ethnic background, 81.4% indicated they were White, 7.9% Black, 4.9% Hispanic, 1.7% American Indian and .3% Asian. Approximately 46.5% of those responding were male and 53.5% female.

Mean responses and response distributions for each of the demographic items on the questionnaire are shown in Appendix B.

B. Part I of the Questionnaire

1. Factor Analysis of Part I Items

When the instrument was designed, the items in Part I were constructed using the following domains: (a) respondents' attitudes toward parents, (b) their perceptions of role of teachers, (c) their impressions regarding the need for training to work with parents, and (d) their views about whether or not this training should become part of the teacher training curriculum.

After collecting the data, a factor analysis was done to look at response patterns on these items. Using a varimax rotation, response patterns emerged which paralleled the item domains. With regard to domain (a) respondents' attitudes toward parents were described by a factor which included items 5, 16, 23, 25, and 42. Responses to these items were highly correlated with each other, so respondents who agreed with item 5 (that problems in schools are more the fault of parents than teachers) also agreed with the other 4 items (that parents are being given too many rights over matters which are the concern of educators, that parents are not able to handle negative feedback about their children from teachers, that parents are unwilling to take time for their children and that education has problems because parents are not doing their job).

Respondents' perceptions of the role of teachers (domain b) were described by a second factor which included items 17, 21, 22, and 30. Responses to these items were highly correlated, which means that respondents who agreed with Item 17 (that parenting and family life are private matters, not the business of teachers) also agreed with the other 3 items (that teachers should only be trained to teach, that teachers have enough to worry about without having to work with parents, and that parent involvement is the responsibility of parents, not teachers). Items 10, 13, 14, 15, and 24 were related to this factor, but not as highly interrelated.

A third factor seemed related to both the perceived need for parent involvement training (domain c, above) and whether it should be included in the teacher training curriculum (domain d). This factor included items 10, 15, 19, 33 and 40. Those who agreed with item 10 (that parent involvement training should not be a priority for undergraduate training) also tended to agree that parent involvement training was important enough to allocate some undergraduate training time to it (Item 15), that such training would be good if more time were available (Item 19), that teachers need extra training to work with culturally different parents (Item 33) and that working with parents requires specific training (Item 40). Responses to Item 24 (that parent involvement is another fad which should not be taken seriously) were also positively related to the other items and the responses to Item 45 (that parent involvement training should be required as part of continuing education) were negatively related to the other items in this factor. The items loading on each factor are shown in Appendix C-1.

2. Respondents' Ratings of Items on Part I

Part I consists of 46 statements about teachers and parents to which respondents indicated their agreement or disagreement, using a scale from 1 to 4 where 1 = strongly agree, 2 = agree, 3 = disagree, and 4 = strongly disagree. Items were grouped according to the mean ratings with ratings between 1 and 2 indicating general agreement, ratings between 2 and 3 indicating no consensus and ratings between 3 and 4 indicating general disagreement. Mean ratings for all Part I items are shown in Appendix C-2.

As a group, teacher educators agreed most strongly with statements that (1) teachers are underpaid, (2) parent participation in all school matters should be increased, (3) teachers need extra training to prepare them for working with parents of different cultural backgrounds, (4) Parent Involvement Training should be included in undergraduate curriculum, (5) parents are usually cooperative with teachers, and (6) parents would help their children at home if they knew what to do. The items with which teacher educators agreed are shown in rank order in Table 2 with strongest

TABLE 2

Teacher Educators Agree with these Items in Part I*

(n = 575)

	Item	$\bar{X}$ Rating
2.	Public school teachers are underpaid.	1.44
7.	Parent participation in all school related matters should be increased.	1.71
33.	Teachers need extra training to prepare them for working with parents of different cultural and ethnic backgrounds.	1.72
4.	It is possible to train teachers to manage the wide variety of student abilities present in today's classroom.	1.79
19.	If more time were available, I would advocate Parent Involvement Training in undergraduate curriculum.	1.84
29.	It is appropriate for teachers to confer with parents about the child's home life.	1.86
27.	More parents would help children at home if they knew what to do.	1.89
1.	Parents are usually cooperative with teachers.	1.90
15.	Parent Involvement Training is important enough to allocate undergraduate training time to it.	1.93
26.	Teachers are having to absorb more and more of the responsibilities that parents used to assume.	1.97
32.	When given adequate information about their children, parents can make rational decisions.	1.97

---

*These items received mean ratings of less than 2.0 on a scale from 1 to 4 where 1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree.

agreement at the top.

Respondents disagreed with statements that (1) parents should get more training if they want input into education, (2) low-income families are not interested in their schools, (3) teachers have enough to do without working with parents, and (4) Parent Involvement Training is just another fad in education. They also did not think that parents do more harm than good by helping their children with homework. The items with which they disagreed are shown in rank order in Table 3 with the strongest disagreement at the top.

The remaining items on Part I received mean ratings of between 2.0 and 2.99 which either indicated they were neutral on the item or there was simply no consensus. Secondary analyses of Part I responses provide more information with which to interpret these respoonses in the middle range.

3. Secondary Analyses of Part I Responses

The responses to each item in Part I were broken down by specific demographic variables to look for patterns of response which might be related to respondent characteristics. In general, these analyses indicated that the responses of each of the subgroups within the sample were fairly consistent with the responses of the whole group. However, significant differences among the subgroups tended to cluster around a few demographic variables and around specific items. The demographic variable which generated the most systematic differences in responses were amount of parent teacher relations taught by respondents, ethnic background of respondents, size of enrollment of college or university, and years of experience teaching in the schools.

The breakdown of responses by amount of parent teacher relations taught (see Appendix C-3) indicates that this variable was related to

TABLE 3

Teacher Educators Disagree with these Items on Part I*

(n = 575)

Item	$\bar{X}$ Rating
12. If parents want to have more input into educational policy and planning, they should go to college and get a degree in education.	3.33
14. Getting low income families interested in their schools is an unrealistic goal.	3.18
22. Teachers have enough to worry about without having to work with parents, too.	3.22
24. Parent Involvement Training is another fad in education; it should not be taken too seriously.	3.15
10. Training teachers to work with parents should not be a priority for undergraduate training.	3.11
21. Teachers should be trained to teach; all other school problems should be handled by other professionals.	3.05
36. The average parent does more harm than good by helping a child with social work.	3.02

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*These items received mean ratings of more than 3.0 on a scale from 1 to 4 where 1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree.

significant differences among each of the subgroups on 23 of the 46 items. The subgroups included those who taught parent teacher relations (a) not at all, (b) a little, (c) in at least one class session, (d) in a module, and (e) in a course devoted to the topic. The responses of those who taught a single class on the topic were most like the mean responses of the total group. The responses of those who were either in the (a) or (b) subgroups were almost completely in the middle or neutral range, while those who taught a course on the topic showed the highest number of responses in either the Agree range or in the Disagree range. This breakdown suggests that those who teach a course on parent teacher relations have stronger opinions, both pro and con, about the issues relevant to Parent Involvement Training. The items with which this subgroup agrees are shown in Table 4 and those with which they disagree are shown in Table 5. When compared to the responses of the whole group, those who teach a course in parent-teacher relations seem to have stronger opinions on a larger number of items. They both agreed and disagreed with more items than did the group as a whole. In addition, on items which the whole group agreed (Table 2) and on items with which the whole group disagreed (Table 3) the mean ratings of this subgroup were consistently more extreme, indicating a stronger response.

Ethnic background was the second demographic variable which seemed most related to differential response patterns. On 13 of the 46 items in Part I there were significant differences in the responses among the following ethnic subgroups: White, Black, Hispanic, and American Indian. The responses of the White subgroup were most similar to the group means, but this is to be expected where they constitute 85% of the total group. In general, those in each of the minority groups agreed more strongly

TABLE 4

Teacher Educators who Teach a Course in Parent Teacher Relations Agreed Most With These Statements*

	Item	$\bar{X}$ Rating
15.	Parent Involvement Training is important enough to allocate undergraduate training time to it.	1.55
19.	If more time were available, I would advocate Parent Involvement Training in undergraduate curriculum.	1.59
29.	It is appropriate for teachers to confer with parents about the child's home life.	1.77
45.	Parent Involvement Training should be required for teachers as a continuing education course after the first year of teaching.	1.91
9.	Stronger efforts should be made to include parents on curriculum development boards.	1.95
27.	More parents would help children at home if they knew what to do.	1.95

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*1 = strongly agree to 4 = strongly disagree

TABLE 5

Teacher Educators Who Teach a Course in Parent Teacher Relations Disagreed Most With These Statements*

Item	$\bar{x}$ Rating
10. Training teachers to work with parent should not be a priority for undergraduate training.	3.50
24. Parent Involvement Training is another fad in education; it should not be taken too seriously.	3.45
22. Teachers have enough to worry about without having to work with parents, too.	3.32
16. Parents are being given too many right over matters that are the concern of educators.	3.14
30. Parent involvement in education is the responsibility of the parent, not of the teacher.	3.14
28. Teacher education does not attract sharp, motivated persons.	3.09
17. Parenting and family life are private matters and not the business of teachers.	3.05
25. Parents are unwilling to take time for their children these days.	3.05
43. Developing a course on Parent Involvement Training would require knowledge not currently available in most Colleges of Education.	3.00
46. Working with parent is a counselor's job.	3.00

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*1 = strongly agree to 4 = strongly disagree.

strongly with statements that (1) parent participation in all school matters should be increased, (2) stronger efforts should be made to include patents on curriculum development boards, (3) teachers need extra training to prepare them for working with parents of different cultural backgrounds, (4) having parents help with homework is a good idea and, (5) more parents would help their children if they knew what to do. The responses of Blacks and Hispanics were quite similar, but Hispanics registered stronger disagreement with the statements that parents are unwilling to take time for their children these days and that getting low-income families interested in their schools is an unrealistic goal. Table 6 shows the items in Part I one which there were significant differences among the ethnic subgroups.

Enrollment size of institutions was the third demographic variable which revealed differing patterns of response. Respondents were divided into three groups according to institutional enrollment size: (a) up to 5,000 students, (b) from 5,001 to 15,000 students, and (c) from 15,001 to 40,000+. Of the 566 respondents who indicated size of enrollment, 231 were in group (a), 236 were in group (b) and 99 were in group (c). On 9 of the 46 items there were significant differences among these three groups as shown in Table 7. In spite of the fact that the differences suggest that size of institution may affect responses, the responses of all three groups were not very different from the mean, nor were there differences among the groups which appeared to be meaningful.

The last demographic variable which indicated differential response patterns was that of years experience teaching in the schools. Again the sample of 567 respondents was divided into 3 groups: (a) those having 0-3 years experience in the schools (N=97), (b) those with 4-9 years (N=213), and (c) those with 10+ years (N=257). The results in Table 8 indicate

TABLE 6

PART I ITEMS IN WHICH THERE WERE SIGNIFICANT DIFFERENCES IN THE RATINGS* RELATED TO ETHNIC BACKGROUND

($p \leq .05$)

Items	$\bar{x}$ Rating of Sample (N = 550)	$\bar{x}$ Rating of Whites (N = 468)	$\bar{x}$ Rating of Blacks (N = 44)	$\bar{x}$ Rating of Hispanics (N = 28)	$\bar{x}$ Rating of American Indians (N = 10)
4. It is possible to train teachers to manage the wide variety of student abilities present in today's classroom.	1.79	1.82	1.48	1.71	2.20
7. Parent participation in all school related matters should be increased.	1.72	1.77	1.41	1.29	1.70
9. Stronger efforts should be made to include parents on curriculum development boards.	2.01	2.05	1.79	1.75	2.00
11. Having parents help their children with homework is a good idea.	2.06	2.13	1.73	1.61	1.90
14. Getting low income families interested in their schools is a unrealistic goal.	3.18	3.14	3.34	3.46	3.00
23. Most parents are too emotionally involved with their children to listen objectively to feedback from teachers (especially if it is negative).	2.74	2.76	2.50	2.89	2.50
25. Parents are unwilling to take time for their children these days.	2.77	2.77	2.59	3.04	2.90
27. More parents would help children at home if they knew what to do.	1.89	1.92	1.66	1.75	1.80
33. Teachers need extra training to prepare them for working with parents of different cultural and ethnic backgrounds.	1.73	1.77	1.52	1.39	1.60
35. Presently, there is a shortage of materials necessary for developing a course on Parent Involvement Training.	2.45	2.47	2.52	2.21	1.90
40. Working with parents requires specific training.	2.18	2.19	2.32	1.82	1.90
42. Education is having problems because parents are not doing their job.	2.50	2.48	2.52	2.93	2.50
46. Working with parents is a counselor's job.	2.87	2.84	3.07	3.11	2.80

*1 = strongly agree, 2 = agree, 3 = disagree, 4 = strongly disagree.

TABLE 7

Part I Items on Which There Were Significant Differences in the Ratings* Related to Enrollment of Training Institutions

($p \leq .05$)

Items	$\bar{x}$ Rating of Sample (n = 566)	$\bar{x}$ Rating by those colleges of up to 5,000 (n = 231)	$\bar{x}$ Rating by those colleges of 5,001-15,000 (n = 236)	$\bar{x}$ Rating those colleges of 15,000-40,000+ (n = 99)
2. Public school teachers are underpaid.	1.44	1.51	1.42	1.31
3. Parents usually know what is best for their elementary school age children.	2.47	2.55	2.45	2.33
4. It is possible to train teachers to manage the wide variety of student abilities present in today's classroom.	1.79	1.87	1.75	1.67
7. Parent participation in all school related matters should be increased.	1.72	1.64	1.69	1.92
10. Training teachers to work with parents should not be a priority for undergraduate training.	3.11	3.07	3.20	2.97
13. It is the teacher's responsibility to get parents involved in education.	2.34	2.42	2.27	2.31
21. Teachers should be trained to teach; all other school problems should be handled by other professionals.	3.05	3.06	3.11	2.91
29. It is appropriate for teachers to confer with parents about the child's home life.	1.86	1.90	1.80	1.93
34. Professors of Colleges of Education who teach undergraduates are not prepared to conduct a course on parent involvement.	2.58	2.53	2.67	2.47

*1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree.

TABLE 8

Part I Items on Which There Were Significant Differences in the Ratings* Related to Years Teaching School

($p \leq .05$)

Items	$\bar{X}$ Rating of Sample (n = 567)	$\bar{X}$ Rating 0-3 Yrs. (n = 97)	$\bar{X}$ Rating 4-9 Yrs. (n = 213)	$\bar{X}$ Rating 10+ Yrs. (n = 257)
2. Public school teachers are underpaid.	1.44	1.46	1.35	1.52
4. It is possible to train teachers to manage the wide variety of student abilities present in today's classroom.	1.79	1.95	1.75	1.75
14. Getting low income families interested in their schools is an unrealistic goal.	3.18	3.20	3.24	3.10
28. Teacher education does not attract sharp, motivated persons.	2.85	2.78	2.78	2.94
34. Professors in Colleges of Education who teach undergraduates are not prepared to conduct a course on parent involvement.	2.58	2.41	2.64	2.59
40. Working with parents requires specific training.	2.18	2.13	2.13	2.26

*1 = strongly agree, 2 = agree; 3 = disagree; 4 = strongly disagree.

significant differences among the groups on 6 items ($p = .05$), but no meaningful patterns emerge.

4. Summary of Part I Results

A factor analysis of Part I items identified three factors which seemed to correspond to the domains used to construct the questionnaire, (a) attitude toward parents, (b) perception of teacher role, and (c) need for parent involvement training in the undergraduate curriculum.

The respondents as a group indicated clear agreement with 11 of the 46 items and clear disagreement with 7. When the responses of the whole group were broken down by each of the demographic characteristics of respondents, the amount of parent teacher relations taught and respondents' ethnic background were the demographic variables related to meaningful differences in response patterns. Those who taught a course in parent teacher relations seemed to have the strongest opinions about the items presented (as indicated by the fewest number of neutral responses) and those in ethnic minorities agreed more strongly than Whites about the need to include parents in all aspects of school decision making.

C. Respondents' Ratings of Items on Part II

In Part II the respondents were asked to assume that Parent Involvement Training (PIT) had been mandated for all undergraduates in education before rating seven statements about ways to provide such training. These items use the same rating scale as those in Part I. As shown in Table 9, the respondents as a group agreed that systematic inservice on PIT should be available for professors and that PIT should be handled by inservice training for teachers. However, respondents disagreed with statements that PIT should be handled by another department, or that students might be too immature to benefit from it.

TABLE 9

Respondents' Ratings of Part II Statements About Providing Parent Involvement Training*

	Item	$\bar{X}$ Rating
1.	Incorporating PIT into an existing course would be more than adequate.	2.45 (Neutral)
2.	PIT should be presented as a core, "theory" course.	2.78 (Neutral)
3.	Student immaturity would prevent a PIT course from being significantly useful at any point in training.	2.99 (Neutral-Disagree)
4.	PIT should be handled by another department.	3.21 (Disagree)
5.	Providing a communication skills training or human relations training would provide all that would be pertinent for PIT.	2.93 (Neutral)
6.	Systematic inservice on PIT should be available for professors.	1.95 (Agree)
7.	PIT should be handled by inservice training for teachers.	2.24 (Neutral)

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*1 = strongly agree, 4 = strongly disagree

Response patterns for the items in Part II were broken down by each of the demographic variables, but subgroup responses varied only slightly from the mean responses of the group as a whole. Respondents listed as teaching either a course or a module on parent-teacher relations tended to disagree more with the statements that (1) Parent Involvement Training should be handled through inservice for teachers or (2) incorporating it into existing courses would be more than adequate. They also tended to agree more with the statement that PIT should be presented as a core, "theory" course in the curriculum. Other responses to Part II items which varied with the amount of parent-teacher relations taught by respondents are shown in Table 10.

D. Part III of the Questionnaire

1. Respondents' Ratings of Part III Items

On Part III respondents were asked to rate each of 13 teaching activities used to teach prospective teachers about parents. A five-point scale was used with a rating of 1 indicating low importance and 5 indicating high importance. The mean ratings for all respondents are shown in Table 11 where the activities are ranked with the most important at the top and the least important at the bottom. The mean rating for all items was 3.27.

As shown in Table 11, participation in parent-teacher conferences was seen as the most important activity used to train teachers in parent involvement. The next most important activities included interviewing leaders of parent organizations, role playing with parents or teachers, having a teacher speak to the class about parent involvement, having a parent speak to the class about parent involvement, and having the student actually conduct a parent teacher conference. The least important parent

TABLE 10

Differences in the Ratings of Part II Items Related to the Amount of Parent-Teacher Relations Taught

		Amount of P-TR Taught				
Item	(Mean)	none	little	1 class	module	course
1. Incorporating PIT into an existing course would be more than adequate.	(2.45)	2.39	2.41	2.40	2.62	2.95
2. PIT should be presented as a core, "theory" course.	(2.78)	3.00	2.85	2.81	2.58	2.40
3. Student immaturity would prevent a PIT course from being significantly useful at any point in training.	(2.99)	2.89	2.80	2.95	3.23	2.90
4. PIT should be handled by inservice for teachers.	(2.24)	2.11	2.09	2.25	2.30	2.45

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*1 = strongly agree, 2 = agree, 3 = disagree, 4 = strongly disagree

TABLE 11

Importance Ratings of Various Parent Involvement Training* Activities

(n = 575)

Training Activity	Mean Rating
c. Participation in parent-teacher conferences	3.75
k. Interviewing leader of parent organization	3.69
f. Role plays with teachers or parents	3.65
h. Bringing a teacher to speak to class	3.54
j. Bringing a parent to speak to class	3.54
g. Conducting a parent-teacher conference	3.21
m. Students evaluating parenting materials	3.18
b. Pairing students with parent volunteers	3.17
d. Home visits	3.12
e. Involvement in community organization	3.09
l. Each student collecting materials about parents	2.98
a. Involvement in parent organization	2.90
i. Writing the family history of a child	2.70

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*Rating on scale of 1-5, 1 = low importance and 5 = high importance.

involvement training activities included student involvement in parent organizations and having the student write a family history of the child.

2. Secondary Analyses of Part III Responses

The response to Part III of the questionnaire were broken down by demographic variables to determine whether subgroups within the sample felt specific teaching activities to be either more or less important than did the total sample. Ethnic background proved to be the variable related to the greatest number of differences in the ratings. On 7 of the 13 items, there were significant differences (p = .05) in the ratings among the ethnic subgroups in the sample. These items and the ratings given them by each of the ethnic groups are shown in Table 12. Again, as expected, the mean ratings of the Whites were most similar to the mean ratings of the entire sample as this group comprised 85% of the whole. Respondents in each of the minority groups tended to rate each teaching activity as more important than did those in the White subgroup. On a scale from 1 to 5, the mean rating for Blacks was 3.61, for Hispanics 3.67, for American Indians 3.47, and for White respondents it was 3.10.

The amount of parent-teacher relations taught by respondent also seemed to affect responses on Part III. On 5 of the 13 items, there were significant differences in the importance ratings among the 5 subgroups shown in Table 13. On these five items, those who taught a class on parent-teacher relations rated each teaching activity most like the group as a whole, while those who taught either a module or a course on the topic generally rated the activities as more important than did the group as a whole. However, those who taught a course on the topic rated writing a family history of the child as less important did any of the other subgroups, while those who did not teach parent-teacher relations at all or

TABLE 12

Part III Differences in Importance Ratings of Parent Involvement Training Activities Related to Ethnic Background

($p \leq .05$)

Items	$\bar{x}$ Rating by Sample (n = 550)	$\bar{x}$ Rating by Whites (n = 468)	$\bar{x}$ Rating by Blacks (n = 44)	$\bar{x}$ Rating by Hispanics (n = 28)	$\bar{x}$ Rating by American Indians (n = 10)
a. Requiring student involvement in a parent organization.	2.90	2.84	3.30	3.25	2.90
b. Pairing student teachers with parent volunteers.	3.17	3.10	3.53	3.46	3.90
e. Required involvement in a community organization where student teaching occurs.	3.09	2.99	3.53	3.96	3.30
g. Having field supervisor observe at least two parent conference led by the student.	3.21	3.12	3.83	3.57	3.90
k. Interviewing a parent leader.	3.69	3.64	4.00	4.11	3.70
l. Having each student develop a personal library for and about parents.	2.98	2.90	3.38	3.59	3.30
m. Having students evaluate parenting materials for content, topic, target group, reading level, etc.	3.18	3.09	3.69	3.75	3.30

*1 = low importance to 5 = high importance.

TABLE 13

Differences in Importance Ratings* of Parent Involvement Activities Related to the Amount of Parent Teacher Relations

(p ≤ .05)

		$\bar{x}$ Ratings by Parent Teacher Realtions					
Training Activity	$\bar{x}$ Rating of Sample (n = 535)	None (18)	Very Little (147)	A Class (193)	A Module (81)	A Course (22)	Other (74)
d. Mandatory home-visits while student teaching.	3.14	2.61	2.86	3.19	3.43	3.50	3.30
e. Required involvement in a community organization where student teaching occurs.	3.11	2.61	2.82	3.16	3.39	3.29	3.31
i. Required written family history of a child.	2.72	2.28	2.79	2.79	2.92	2.24	2.40
l. Having each student develop a personal library for and about parents.	2.99	2.56	2.81	3.00	3.16	3.57	3.04
m. Having students evaluate parenting materials for content, topic, target group, reading level, etc.	3.18	3.32	2.90	3.30	3.36	3.68	3.01

*1 = low importance to 5 = high importance.

very little gave this activity a rating higher than the mean rating of the sample. Those who indicated teaching no parent teacher relations at all generally rated these teaching activities as less important than all other groups.

E. Part IV of the Questionnaire

1. Responses to Part IV Items

In this section respondents were asked to indicate which of the teaching activities in Part III they actually used in their teaching. Table 14 shows the activities in rank order, from those which were most used to those which were least used. As shown in this table, the most used teaching activities included (1) role-plays with teachers and parents, (2) participating in parent-teacher conferences (3) pairing students with parent volunteers, and (4) bringing in a teacher to speak about parent-teacher relations. The activities least used by the teacher educators in this survey included (1) field supervisors observing parent conferences lead by the student, (2) students developing a library of materials about parents, (3) students making home visits while student teaching, and (4) students evaluating available parenting materials.

2. Secondary Analyses of Part IV Responses

Again, the responses of the entire sample were broken down by characteristics which described the various subgroups in the sample. As expected, there were systematic differences in the activities used which varied as a function of the amount of parent-teacher relations taught. On this single demographic variable, there were significant differences among the five subgroups on 9 of the 13 items presented. From those who did not include parent-teacher relations to those who taught a course on the topic, there were few who used home visits, had supervisors observe student-led

TABLE 14
RANK ORDER OF PARENT INVOLVEMENT TRAINING ACTIVITIES MOST USED BY TEACHER EDUCATORS (PART IV)
(n = 575)

Rank	Item	Percent Who Have Used this Activity
1	f. Participation in role-plays, or other laboratory exercises involving teachers and parents.	38%
2	c. Mandatory participation in parent-teacher conferences.	31%
3	b. Pairing student teachers with parent volunteers.	29%
	h. Bringing in a public school teacher as a speaker on parent-teacher relations.	
4	i. Required written family history of a child.	23%
5	j. Bringing in a parent(s) to class as experts in parent-teacher relations.	19%
6	e. Required involvement in a community organization where student teaching occurs.	17%
7	k. Interviewing a parent leader.	16%
8	a. Requiring student involvement in a parent organization.	15%
9	m. Having students evaluate parenting materials for content, topic, target group, reading level, etc.	13%
10	d. Mandatory home-visits while student teaching.	11%
11	l. Having each student develop a personal library for and about parents.	9%
12	g. Having field supervisor observe at least two parent conferences led by the student.	7%

parent conferences, or required student involvement in parent organizations. Most respondents in each of these categories reported actually having students participate in parent-teacher conferences. The percent of respondents in each subgroup who used each activity is shown in Table 15. For each of 9 activities presented in this table, analysis of variance indicated significant differences among the five subgroups in the sample. Generally, much higher percentages of respondents who taught either a class, a module, or a course on parent-teacher relations indicated that they used each of these activities in their teaching than did those who taught none or very little. One exception was the teaching activity of writing a family history of the child, where 16% of those who taught "very little" parent-teacher relations indicated they used it, while only 9% of those who taught a course on the topic indicated they had used it. Those who taught a module on parent-teacher relations reported using an average of 3.63 of the activities in their teaching, while those who did not include parent-teacher relations in their teaching reported using only an average of .42 activities per respondent. For the group as a whole, 554 respondents made a total of 1.296 responses, for an average of 2.34 per person. Table 16 breaks down the teaching activities used by the number of respondents using them. It also shows the number of responses per activity and indicates to what percent of the sample it corresponds.

F. Part V of the Questionnaire

1. Responses to Part V

This section of the survey consisted of 19 decision-making issues in the schools. Respondents were asked to indicate whether parents, teachers, or principals should have input or final authority for each decision. Table 17 shows the opinion of the group. In summary, over 50% of these

TABLE 15
BREAKDOWN OF TEACHING ACTIVITIES WHOSE USE VARIED AS A FUNCTION OF AMOUNT OF PARENT-TEACHER RELATIONS TAUGHT

Teaching Activity	Percent of Respondents within Each Subgroup Who Used This Activity in Their Teaching (n = 535)					
	None (n = 19)	Very Little (n = 154)	Class (n = 198)	Module (n = 83)	Course (n = 22)	Other (n = 78)
b. Pairing student teachers with parent volunteers.	5	1	3	14	5	10
e. Required involvement in a community organization where student teaching occurs.	11	12	18	29	27	15
f. Participation in role-plays, or other laboratory exercises involving teachers and parents.	5	21	41	57	55	44
h. Bringing in a public school teacher as a speaker on parent-teacher relations.	0	16	32	45	36	40
i. Required written family history of a child.	0	16	27	34	9	27
j. Bringing in a parent(s) to class as experts in parent-teacher relations.	0	7	20	28	27	33
k. Interviewing a parent leader.	5	8	18	28	18	17
l. Having each student develop a personal library for and about parents.	0	5	7	16	18	13
m. Having students evaluate parenting materials for content, topic, target group, reading level, etc.	0	6	11	28	32	14

TABLE 16
BREAKDOWN OF TEACHING ACTIVITIES USED BY AMOUNT OF PARENT-TEACHER RELATIONS TAUGHT

(n = 554)

Percent of Respondents Using Each Activity	Teaching Activity	Number of Responses by Amount of Parent-Teacher Relations Taught						Total Number of Responses Per Activity
		None	Very Little	Class	Module	Course	Other	
15.0	a. Requiring student involvement in a parent organization.	1	15	30	17	6	14	83
5.2	b. Pairing student teachers with parent volunteers.	0	2	6	12	1	8	29
31.2	c. Mandatory participation in parent-teacher conferences.	1	44	59	31	8	30	173
11.0	d. Mandatory home visits while student teaching.	2	10	22	12	4	11	61
17.7	e. Required involvement in a community organization where student teaching occurs.	2	18	36	24	6	12	98
37.6	f. Participation in role-plays, or other laboratory exercises involving teachers and parents.	1	33	81	47	12	34	208
7.6	g. Having field supervisor observe at least two parent conferences lead by the student.	0	11	10	11	1	9	42
29.4	h. Bringing in a public school teacher as a speaker on parent-teacher relations.	0	24	63	37	8	31	163
22.9	i. Required written family history of a child.	0	24	53	28	2	20	127
19.0	j. Bringing in a parent(s) to class as experts in parent-teacher relations.	0	11	39	23	6	26	105
16.1	k. Interviewing a parent leader.	1	12	36	23	4	13	89
8.5	l. Having each student develop a personal library for and about parents.	0	7	13	13	4	10	47
12.8	m. Having students evaluate parenting materials for content topic, target group, reading level, etc.	0	9	21	23	7	11	71
	Total Number of Responses by Column	8	220	469	301	69	229	1,296
	(Total Number of Respondents by Column)	(19)	(154)	(198)	(83)	(22)	(78)	(554)

TABLE 17

INPUT AND FINAL RESPONSIBILITY FOR DECISIONS

Decision-Making Issues	Input and Responsibility for Decision Parents	 Teachers	 Principal
1. Ability grouping for instruction.	P̲	Ⓣ	PR
2. Homework assignments.	P̲	Ⓣ	PR
3. Classroom discipline methods.	P̲	Ⓣ	P̲R̲
4. Pupil evaluation.	P̲	Ⓣ	P̲R̲
5. Teaching methods.	P	Ⓣ	P̲R̲
6. Selection of textbooks and other learning materials.	P̲	Ⓣ	P̲R̲
7. Degree of emphasis on social skills vs. cognitive skills.	P̲	Ⓣ	P̲R̲
* 8. Placement into Special Education.	P̲	T̲	PR
* 9. Emphasis in arts vs. basic skills.	P̲	T	PR
*10. Emphasis on science vs. social studies.	P̲	T	PR
11. Hiring/firing school staff.	P̲	T̲	(PR)
12. Providing career information.	P̲	Ⓣ	PR
*13. Sex role/sex education instruction.	P̲	T̲	PR
*14. Emphasis on multicultural education.	P̲	T	PR
15. Promotion and retention standards of students.	P̲	T̲	(PR)
16. Desegregation/integration plans.	P̲	T̲	(PR)
17. Rotation/assignment of teachers within building.	P	T̲	(PR)
18. Family problems affecting student performance.	Ⓟ	T̲	PR
19. Evaluation of school staff.	P̲	T̲	(PR)

*Indicates that no group was seen as having final responsibility by 50% of respondents.

○ Indicates 50% or more of respondents felt this group should have final responsibility.

_ Indicates 50% or more of respondents felt this group should have input to decision.

teacher educators felt parents should have input into 16 of the 19 decisions, but final authority on only one: family problems affecting student performance. The majority also felt teachers should have input into 8 of these decisions and final authority on 8 others (16 out of 19 total). They indicated principals should have input on only 5 of the issues and final authority on 5 others (10 out of 19 total). The pattern of these responses suggests the following:

(1) Parents should have input into curriculum and administrative decisions, but very little final authority.

(2) Teachers should have input into administrative decisions and final authority over most curriculum decisions.

(3) Principals should have input into curriculum decisions and final authority on administrative decisions.

For the respondents as a group, the consensus seems to be that parents should be encouraged to participate more in their children's schools, but their participation should consist mainly of providing input for decisions while teachers and administrators retain final authority. Analysis of variance was performed for each of the subgroups in the sample to determine whether there might be response patterns which differed from the group as a whole, or patterns in specific subgroups which differed significantly from the patterns in other subgroups. For this analysis a mean score for each issue was derived by coding each "input" response as 1 and each "final authority" response as 2. Blank responses were coded as 0. Thus a low mean score for parents indicates that respondents felt they should have little responsibility in the decision. A high score indicates greater responsibility.

2. Secondary Analyses of Part V Responses

Using the derived mean scores the Part V responses of the entire sample were broken down by each of the demographic variables. Again these analyses indicated the response patterns for each of the subgroups in the sample were very similar to those of the whole group, but there were some differences between the patterns of specific subgroups. For instance, where there were differences of opinion between male and female respondents, the mean response of males was consistently higher than that of females. This indicates a larger percentage of males felt that parents, teachers, and principals should have either input or final authority on an issue; a small percentage felt they should have no input. Of the 19 decision-making issues presented, males felt parents should have greater responsibility regarding 8 of the issues, that principals should have greater responsibility on 5, and teachers on only 2.

The only consistent pattern with regard to the variable "years teaching college" was that those with 0-3 years and 10+ years teaching in college tended to give higher than average mean scores for principals responsibility and the respondents who had taught college from 4-9 years had scores lower than average.

A similar pattern emerged for the variable "years teaching in schools". Those who had taught in schools from 0-3 and 10+ years tended to have lower scores for teacher responsibility on the decision-making issues. Those who had taught from 4-9 years had mean scores slightly higher than average.

When the scores were compared across disciplines, those in elementary education consistently had lower mean scores for parents responsibility, but their mean scores for teachers and for principals were similar to the group mean. The mean scores for those trained in pre-school, special education or curriculum and instruction were generally similar to the group mean although there was some unsystematic variation on 4 of the 19 issues.

The enrollment size of the institution seemed to have the least effect on the response patterns on Part V. The differences among groups were small and infrequent and the means of each subgroup were similar to that of the sample as a whole.

The amount of parent-teacher relations taught by respondents did seem to have an effect on the respondents views about giving parents more responsibility. Those who taught a course on parent-teacher relations (n = 24) consistently had higher mean scores for parent responsibility in decisions than the other subgroups and than the group as a whole. Their mean scores for teacher and principal responsibility were very similar to the other subgroups and to the mean of the sample.

Ethnic background of respondents also seemed to be related to differences in the mean scores for parent responsibility, but not for teachers nor principals. Because of the preponderance of Whites in the sample, their scores generally reflected the mean of the group. American Indians, hwoever, made up of only a small percentage of the sample and their socres were both higher and lower than the mean of the sample. On the following four issues, Blacks and Hispanics apparently disagreed about the proper level of responsibility for parents:

Selection of textbooks and other learning materials
Providing career information
Emphasis on multicultural education
Rotation/assignment of teachers within building

On each of these issues, the mean score of Hispanics was higher than the sample average and the mean score of Blacks was lower. Apparently Hispanics feel a greater need for parent involvement on these decisions. This may reflect the concern of Hispanics over bilingual issues in the schools.

In summary, the secondary analyses of the Part V responses indicated that the response patterns of each subgroup in the sample were very similar to that of the whole sample. Sex of respondent seemed related to the scores regarding the extent of parent responsibility on the issues, as did ethnicity, teaching a course on parent-teacher relations, and area of graduate training. Number of years experience teaching school seemed related to differences in the scores regarding teacher responsibility on the issues. Finally, years experience teaching in college seemed to affect only the scores regarding the extent of principal responsibility on the issues.

VI. SUMMARY AND RECOMMENDATIONS

A. Information About Respondents

As a group, teacher educators who train elementary level teachers in this region have indicated support for increasing parent participation in all school matters, for giving teachers extra training to work with parents, and for including parent involvement training in the undergraduate teacher curriculum. They generally see parents as interested in their children's schools, capable of teaching their children at home, and as cooperative with teachers. As might be expected, those educators who teach courses in parent teacher relations were consistently more positive about these ideas than the group as a whole.

Responses of teacher educators to Part V of the questionnaire clearly indicate that the type of parent involvement they see as proper is one which actually gives the parent very little authority in school decisions. They apparently would give parents more input into decisions, but would not give them any power in the process of actually making the decisions.

Apparently teacher educators in this region favor the general idea of parent involvement in the schools, but prefer the type of parent involvement which fits the Family Impact Model. The goal of this type of parent involvement is to do something to or for the family in order to help the child at school. Specific objectives which might be subsumed under this broad goal include (1) providing parent training in the areas of discipline or behavior management, (2) teaching parents to become home tutors with their children, (3) enlisting the support of parents in seeing that homework is completed, and (4) teaching parents about issues of child development or mental health. In each of these activities, the role of the teacher is basically to tell parents ways they can improve their parenting skills, so the teacher needs (1) some skills teaching adults, and (2) some knowledge of the specific material.

If the Family Impact Model is used to guide parent involvement training for prospective teachers, the implications are relatively clear: teachers should have some coursework aimed at teaching adults, and they should have courses which cover the skills parents need to work with their children. In order to identify the specific skills parents need, there must be greater clarity about the specific objectives desired in working with parents.

B. A Framework for Future Research on Parent Involvement

This initial survey of one of the stakeholder groups affected by parent involvement points out the political aspects of involving parents in the schools. Just like any other relationship which involves sharing power, the parties involved must each receive some benefit in exchange for some of their power. When either party feels their benefits are not adequate, they can be expected to either ask for more or to reduce their participation in the venture.

Parent involvement is a venture which involves parents, teachers, administrators, and less directly, teacher educators. In order to assure full participation of all groups, a clear definition of "parent involvement" must be agreed upon and the specific roles of each group must be spelled out. Parent involvement in the schools depends upon the participation of all three of the major groups mentioned above, so the definition of parent involvement must be one which is acceptable and beneficial to all three. Meaningful research in this area must include the perspective of all three groups and must clearly define what it means by "parent involvement."

To clarify future research in this area, a useful framework has been developed by the Parent Involvement Project (Sowers, et al., 1980). The framework shows that parent involvement can mean parents participating as:

an audience for schools
home tutors
program supporters (volunteers)
paid staff
co-learners (parent training, inservice)
decision makers (instructional plans, school policy)
advocates (initiating systemic change)

This framework looks at parent involvement as a multi-level concept. Involvement may mean signing a report card as well as making decisions about school policy. The recent literature suggests at least these seven types of parent involvement, which differ in terms of responsibility and in terms of authority. Thus, it is possible to favor parent involvement (meaning volunteers in the classroom) and at the same time to oppose parent involvement (meaning parents making school policy decisions). A framework such as this should be used to construct other survey instruments in studying parent involvement.

Within each level of parent involvement in the framework, there are specific issues which must be explored in order to understand how parent involvement works at that particular level. Many of these issues are relevant to one level but not to the others, so it is necessary to explore each level individually. In addition, there are some issues within each level which are more critical than others, so these should be explored first; for example, if neither teachers nor the parents wish to have volunteers in the classroom, it is not necessary to determine whether or not the parents have the necessary skills. This logical order of issues should determine the sequence in which they are studied.

By deciding the specific level of parent involvement to be studied, and by sequencing the issues in terms of their priority, one can modify the framework to look at any aspect of parent involvement training from the perspective of each stakeholder group (parents, teachers, administrators, etc.).

C. Directions for Future Research

One of the most important stakeholder groups to survey is that of teachers in elementary schools. The next study in this series will ask for their opinions about the desirability of each level of parent involvement, their assessment of the extent to which their opinions about parent involvement are reflected in current practice, and their recommendations about the skills teachers should have to facilitate parent involvement at the various levels. This information will be compared with the information from teacher educators to identify the issues on which there is consensus between trainers and practitioners. These areas of consensus will provide clear implications for revising the teacher training curriculum with regard to parent involvement.

Another important stakeholder group is that of elementary school principals. A survey is being planned which will ask them also to identify what they think is desirable in terms of parent involvement, to indicate the extent to which this is achieved in their schools, and to suggest specific teacher competencies which would help attain that level of parent involvement in the schools. Their responses will be compared to both the responses of the teachers and to those of the teacher educators in elementary education to further describe the areas of consensus and of conflict.

As each new stakeholder group is surveyed, more information is available with which to describe needed teacher competencies for working with parents. Each new group also supplies ideas about the best ways to include these competencies in teacher training. In comparing the responses of the various groups, the areas of conflict serve to indicate those areas in which the opposition of one group may effectively prevent the curriculum changes others feel are needed. In these areas, some political consensus building may have to precede any attempt to alter the training curriculum. Those areas on which the stakeholder groups agree serve as indicators of areas where curriculum change might be planned, and successfully implemented more immediately. These areas of consensus also point out areas in which members of the stakeholder groups might work together to promote parent involvement in the schools.

AREA FOCUS TWO: RESEARCH PROPOSAL FOR STUDYING EXTERNAL AND MEDIATIONAL INFLUENCES ON PARENT MODELS OF CHILD SOCIALIZATION

I. INTRODUCTION

Historically, adults have found support for their parents roles through extended families and close knit networks of friends and neighbors. These neighborhood and community support systems reinforced parent directives and values, extending parental control of their children beyond the home. Consequently, parents did not feel solely responsible for child rearing and were not socially and emotionally isolated from others. The disappearance of extended families and neighborhood comraderie has left parents with little or no support in their child socialization role.

Although dating provides some approximation to marriage, there is no counter approximation to parenting. Young girls may have some experience with children if they babysit, and knowledge about child development is minimally available to males and females through formal education, but realistic approximation to the realities of parenting is simply unavailable. Lack of direct or indirect preparation for parenting is further entrenched by the increasing isolation of single people from neighborhoods where children live. Singles communities, where children are not allowed, are becoming more commonplace. Consequently, becoming a parent today increasingly means embarking on a whole new adventure, an adventure for which many are ill-prepared, either out of ignorance, naivete, or selective inattention. That reassuring link to culture and tradition which new parents enlisted in the past to raise children is no longer available, and in many cases, would be rejected if it were.

In spite of the withdrawal of community and family support, when adults have children they become parents. The research objectives for

Area Focus Two are primarily concerned with developing a research model for investigating parent models of child socialization. How do parents enact their roles? What guiding principles do they enlist to justify their behavior? What variables can be identified for studying parent models of childrearing? What goals do they have for their children? How do the goals interact with their parenting methods? A secondary pursuit of Area Focus Two has been the historical relationship between parents and the "experts." What have the experts said to parents and how have parents responded to that? As such, the final report for Area Focus Two will begin with the historical roots of experts' advice to parents and conclude with this year's pilot pilot testing results. It is unusual for final reports to include an extensive text or review of the literature, but the unusual nature of this year's activities in Area Focus Two, as well as a change in research staff, suggest somewhat of a literature review as part of the final result.

II. HISTORICAL ROOTS OF EXPERT ADVICE TO PARENTS

Until the seventeenth century, there was no special emphasis on childhood as a special phase of the life cycle. Although infants needed special care and treatment, once they were weaned and could take care of themselves, they became "small adults" (Mussen, Conger, and Kagan, 1969). After the age of three or four, expectations for children were similar to those of adults. Children mixed with adults, dressed like adults, played and worked with adults. Beginning with the seventeenth century, humanitarians and libertarians began to encourage the separation of children from adults, and from adolescents as well. This appears to be the beginning of the concept of the "innocence" of childhood.

Child psychology emerged at this time, but in the form of philosophy. John Locke, a noted British philosopher, described the infant's mind as a "tabula rasa"--a blank slate. Although Locke acknowledged "native propensities," he was most impressed by the impact of environmental events on the shaping of an infant's mind. He strongly advocated rationality over emotionality as a basis for education and child socialization. He advised parents to begin instructing their children in self-denial as soon as possible.

Approximately a century later, in the late 1700s, Rousseau, a French philosopher, advocated a radically different perspective from Locke. Rousseau believed the child to be endowed with an innate sense of morals, who, when left to his own devices, would naturally develop into a healthy adult. Where Locke felt the only hope for complete development was through environmental intervention, Rousseau felt environmental intervention would stifle and threaten the natural inclinations of the child. Remnants of both these positions find themselves in learning theory and humanistic psychology, respectively.

Although Locke and Rousseau are credited with first introducing the notion of the "special nature" of the child, the extent to which the masses engaged in this belief appears questionable. Ehrenreich and English (1979) place the end of the 19th century as the time when the general populace also took special notice of the child. With the industrial revoluation in full swing, production left the household completely, eliminating many of the chores and responsibilities with which children had historically and routinely filled their days. In the ensuing void, childhood increasingly stood out as a "distinct and fascinating time of life." Concomitantly, the turn of the century also marked the formation of the American Psychological Association, the first American (psychological) laboratory, and the impact of Darwin's theory of evolution. Just as the search for signs of man in animal life motivated Darwin's work, others began to feel the study of human development, beginning in infancy, was critical to understanding man and adult behavior. So, coincident with the changing role of children within the family support system, social scientists emerged on the scene with heightened curiosity about the nature and propensities of the child.

Until recent years, child psychology largely consisted of developing normative descriptions of infancy and child development. McCandless (1967) reports that there are large numbers of studies that were devoted to determining the nature and function of the sensory equipment of the child. Mussen, Conger and Kagan (1969) corroborate this summary of child psychology's young history, adding that the vast body of information that has been developed is relatively deficient in explanatory theory. In spite of this relative void of theory, child psychologists have subtley assumed the role of parent educators and parent advisors, pushing parenting into the expert's arena and out of the family or cultural arena.

The Experts and Parent Education

The rise of the industrial society catapulted the role of the "expert" into every major arena of life, including parenting (Ehrenreich and English, 1979; McCandless, 1967). The turn of the century left people feeling full of hope and a growing confidence that all of man's problems could be solved scientifically. Parenting, like most everything else, was becoming a science; as the experts moved in, parents became increasingly dependent upon them for advice and direction. As parental insecurity increased, expert advice also increased. "Parents in the United States are probably insecure because they have been told by everyone from judges and clergymen to psychologists and child workers that 'the parent makes the child,' and 'as the twig is bent, so the tree grows'" (McCandless, 1967, p. 58). John Watson, pioneer of the behaviorist tradition in psychology, went so far as to question,

> whether there should be individual homes for children--or even whether children should know their parents. There are probably undoubtedly more scientific ways of brining up children which probably mean finer and happier children (Watson, 1928, pp. 5-6).

The image of the child as a blank slate, in the tradition of Locke, was clearly associated with the behaviorist tradition. Scientific parenting included rigid schedules of all sorts--feeding, weaning, and toilet training became more of a management exercise in getting things done according to schedule. Experts seduced parents into believing strict adherence to scientific parenting would produce perfect children. Children were not raised, they were trained.

But in the early 1930s, as society moved out of the depression and into economic prosperity, a consumer society emerged and child experts began a radical shift in their advice to parents, moving steadily towards increasing permissiveness in parenting. More in line with the philosophy of Rousseau, the child was again seen as naturally good and healthy. Rather than controlling the infants' impulses to eat, sleep, and play, the experts now told mothers that these impulses were innate and therefore "right," and that the child, not the parent, knew what was best for him/-her. "The experts who had been concerned with discipline and self-control now discovered that self-indulgence was healthy for the individual personality just as it was good for the entire economy" (Ehrenreich and English, 1979, p. 212). Children's behaviors took on new meanings--crying changed from a sign of "contrariness" to indicating a specific need, and play changed from being a strictly controlled activity to become the "healthful development of motor activities." The wicked urges the early behaviorists had sought to tame became the healthful expression of innate wants and needs in the 1930s baby.

The work of Gesell and his colleagues legitimized the belief in "native propensities" defining infant growth in terms of stages, viewing them as innately "wired in" to the infants' internal make-up. Parents were encouraged to foster these predetermined stages by arranging household schedules and activities around them. Parents felt increasing pressure not to "buck a phase," by always following the child's lead. In many ways, parents were now responsible for the child's moods and behaviors--if the child wasn't happy, it must be because the parents had failed to adequately anticipate his/her needs. This shift in expert advice from molding through regimentation to unfolding through careful observation caught many mothers by surprise. Ehrenreich and English described one mother's discovery of her own shifts in parenting in the following manner:

> I was serving a new vegetable to the boys. Suddenly I realized that I expected Peter, the oldest, to clean his plate. Daniel, the middle one, didn't have to eat it, but had to at least taste it. And little Billy, as far as I was concerned, could do whatever he wanted (p. 214).

Social conditions changed again and so did expert advice to parents. As World War II ended, Americans retreated into their private lives; the middle class grew in numbers and a quiet optimism again prevailed. But as the fifties progressed, the threat of communism became more paramount. The Korean Crisis came and stunned Americans; the fiber of the nation seemed threatened. The performance of American soldiers "succumbing to brainwashing" and confusing "communism and freedom" alarmed the country (Ehrenreich and English, 1979). The final blow to the American confidence was the Russian launching of Sputnik. At this point, politicians and social scientists alike concluded that parents had been "overpermissive" resulting in a generation of brats; America was now "behind" the Russians in apparent technology and in its most vital reosurce, youthful manpower. The "Spock generation," as it was to be called, was blamed for everything and seemed lost forever to the generation gap. Antiwar demonstrations, sit-ins, draft evasion, marijuana, and open sexuality were flagrant examples of the effects of overpermissiveness. Books like Decter's Liberal Parents, Radical Children (1975) continue to warn parents about the effects of overpermissiveness.

"Limits" and "responsible permissiveness" became the new catch-all in child rearing. Children could no longer control their environments, rather it was the parent's responsibility to set limits for the child, appropriate to a particular stage of development. Children, the experts now stated, could not have so much power, freedom, and influence over the family (Lesowitz, 1974; Pumroy and Pumroy, 1978; Ginott, 1965). Setting limits provided parents with the apparent means and justification for behavior control, but the "panic" set off by Sputnik demanded a smarter generation as well as a disciplined and controlled generation. Consequently, achievement and intelligence also became new themes in parenting. Aside from setting limits, parents were instructed to begin stimulating their child's cognitive development as early as possible. Mothering became more than constant love and affection--it was a matter of early stimulation for developing a high I.Q. The theme was so widely supported, the government launched a campaign for underprivileged families to sign up for Head Start programs, which were designed to provide the stimulating environment necessary for intellectual growth in children.

In this brief history of the relationship between parents and experts, the inconsistency of expert advice to parents is unmistakable. This inconsistency has caused many to reject all authorities. Others, including the experts themselves, have concluded that little good evidence about the effects of child rearing practices exists, and maintain that experts should stay out of parent education. "As with most human matter, the truth probably lies somewhere between the optimism of the early or more extreme child development experts (or parent-family educators) and the pessimism of the more conservative or of those who have come more recently into the field" (McCandless, 1967, p. 58).

In conclusion, the role of the experts in child rearing has implied a deficit model--that parents are deficient in the skills necessary for child rearing and in need of expert help. The "deficit model," originally attached to the medical field, is not unusual in the social sciences. It has recently come under fire, primarily from a new breed of practitioners interested in prevention and wholistic health. It may be time for experts to give parents more credit, to attribute them with more expertise and think of ways to capitalize on their existing skills rather than "deskilling" them. Indeed, some researchers in child rearing have concluded that the specifics of any one child rearing method are not as important as the consistency and positive feelings associated with a method (Langman and Block, 1978).

A similar conclusion has been made regarding the differential effects of therapeutic interventions, where the therapist-client relationship was more predictive of "outcome" than any one therapeutic approach. It may be that parents have their own model(s) of child rearing that experts could capitalize on rather than replace. By helping parents identify and clarify their own models of child rearing, experts may find a more receptive audience. This is an important consideration in the research proposed for Area Focus Two.

III. DEVELOPING A RESEARCH MODEL FOR A STUDY IN CHILD REARING

Historical Background

There are two major approaches which have been employed for gathering information about child rearing. One approach used by developmental psychologists entails careful observation of infant/child behavior. These observations are often translated into practical advice for parenting. Gesell's work is a good example of this. A second approach is to study actual child rearing practices comparing practices with outcomes and then making judgments about the efficacy of those practices. These early psychological studies of parenting practices primarily consisted of self-reports, based largely on parents' recall of their own behavior and their children's behavior. Much of this early work focused on infant training techniques like feeding and weaning, elimination, sex, dependency, and aggression (See Sears, Maccoby and Levin, 1957; Sewell, Mussen and Harris, 1955). The unit of study in both approaches was limited to parent and/or parent-child, with the underlying premise that parents effect children and no consideration for how children or other variables may affect parents.

Anthropologists and sociologists have also been interested in studying relationships between parent practices and children's personalities. This group of social scientists are primarily interested in the social structure within which parenting occurrs. Whiting (1963) and Minturn and Lambert (1964) studied the child rearing practices of six cultures, basing much of their conceptual framework on macro-sociological variables like the cultural beliefs about the inheritance of individual characteristics, beliefs about the influence of parents on children, and beliefs about stages and norms. Whiting and her colleagues were searching for a basic philosophy behind socialization and the different training techniques and the subsequent socialization goals it fostered. These anthropological studies clearly suggest that parent behaviors do not exist in a vacuum, expanding the unit of analysis far beyond single individuals and their discrete interactions. It is not clear to what extent anthropologists place these contextual inputs into the realm of direct influences on parent behavior; it is clear they are intimately connected.

Where Whiting (1963) and Minturn and Lambert (1964) were concerned with philosophical beliefs related to parenting, Kohn (1969) and Stolz (1967) were concerned with the values related to parenting, another contextual ariable. The former were interested in the social structures and cultural patterns within which values and beliefs are developed and maintained. Kohn's work was predicated on the assumption that beliefs, values, and ideology form the basis for individual behavior. He found that different world views originating in different occupational positions were associated with social class. His results suggest general differences in working class and middle class parents' desired values for their children. Where the middle class parents desired happiness, consideration, self-control, curiosity and dependability, the lower class parents desired neatness, obedience, and self-defense. Kohn explained these differences in terms of the social realities experienced by the two groups, which lead to different social aspirations, hopes and fears. Kohn's work represents a definite move toward considering what influences parents and parent behavior rather than what or who influences children.

Reviewing some of the major studies in child rearing, a pattern appears to emerge. Early investigations of child development were interested in descriptions of child behavior, with little interest in underlying causes. These descriptions were interpreted and translated into parent advice. The next generation of research turned more directly towards parents as causes of children's behavior by studying child rearing practices. Finally a third generation of studies appears to be interested in studying the causes of parent behavior. Stolz (1967) is a clear example of this movement in child rearing studies, stating "probably every parental practice has a history of influences behind it."

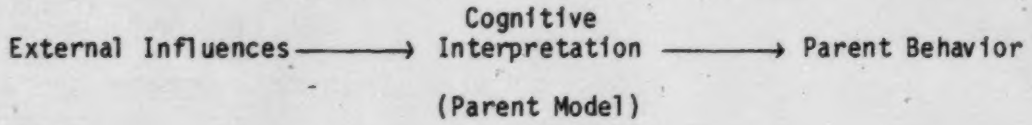
More recently, McGillicudy-DeLisi and her colleagues at the Educational Testing Service in Princeton, New Jersey have developed a research model for studying parent behaviors and family interaction patterns (McGillicudy-DeLisi, 1980). Her model postulates that external influences of parents are cognitively processed, or mediated, which leads to particular parent beliefs which then direct parent behaviors as they interact with children. This line of "cause and effect" between parents and children is relatively new in research investigating parent behavior and appears to be more comprehensive, incorporating the complexities of behavior. The research proposed for Area Focus Two follows a similar theoretical model.

As a final note in the discussion of historical antecedents of research in child rearing, an important shortcoming should be mentioned. There has been a notable tendency to overlook the child as a significant influence on parents. Most research models have defined parents into a posture of cause and children into a posture of effect. Little consideration has been given to seeing the child as a causal influence on parents. Bronfenbrenner (1979) presents a determined case for the importance of including the child as a research variable affecting parents. In the past, research has treated the child as a static variable, but recently family studies have placed the child in the family as an active, impacting subject (Lerner and Spanier, 1978). Simply put, researchers have begun to ask if it is valid to compare experiences of first-time parents where some parents have a colic child and others do not. Although they are both first-time parents, the parents of a colic child could have a very different reaction to their early parent experiences due to the more stressful circumstances of the colic. If this is indeed the case, the important difference appears to be a function of the child. There may be many ways in which children cause the behaviors of parents to be different; as such, children become an important external varialbe affecting parents.

Theoretical Framework: Area Focus Two

The proposed research is an attempt to integrate the work of Stolz (1967), Kohn (1969), Lambert, Hamers, and Frasure-Smith (1979) and McGillicuddy-DeLisi (1980) on influences on parent behavior. Area Focus Two has developed a comprehensive model of complex cognitive constructs, parent belief constructs, as an important mediating mechanism between external influences on parents and parent behavior (see Figure 1). It is hypothesized that individuals are compsed of beliefs, values, attitudes, and actual behaviors and that a study of human behavior must attend to these three levels to help understand the outcome, in this case, parent behavior. This research model also attempts to incorporate external influences as a source of influence on an individual's core beliefs. There is reason to believe patterns of common experiences (external influences) may affect individuals in a similar manner leading them to make similar interpretations of their world (Kohn, 19). This world view is subsequently translated into the various behavioral systems in an individual's life, one of which is the individual parent model of child rearing. As such, there is one major research goal for Area Focus Two: (1) identification of parenting models and corresponding parenting methods. The relationship between certain external influences on parents parenting models will also be discussed.

Cognitive Mediation of External Influences and Parent Behavior



For the purpose of this study, it will be assumed that parents, like child psychologists, constantly enact on a model of parent-child socialization. This model is composed of varying constructs that help to justify most, if not all, parent behaviors. On a daily basis, parents are probably not conscious of their models. Instead, they simply respond to the stimuli immediately pressing them at that moment in time, usually without consideration for the internal construct that they are implementing. This is not to say that parents don't take time to reflect upon themselves and their interactions with their children. But many parent actions feel so natural it would be difficult to reflect upon them or to ask why or where the behavior came from. With careful questioning and probing, it is hypothesized that the important variables underlying parent behavior can be uncovered and talked about. The primary origins of parent behavior in this study have been defined as the mediating beliefs, values, and attitudes pertinenet to parent roles and parent expectations for their children.

According to George Kelly's theory on personal constructs, individuals *are* their constructs. Through their constructs individuals perceive, create and interact with the world. Behaviors provide a vehicle for individuals to "test out" their constructs which are their current set of operating assumptions relevant to a given event. The "event" important to Area Focus Two is parenting. Using Kelly's framework, a study on parenting would not be a matter of cataloguing observed parent behaviors. Instead, a study of parenting would attempt to identify pertinent superordinate and subordinate constructs that are only suggested by the behaviors. Behaviors are important only if they are appreciated as constructs which are being acted out rather than holding an inherent truth of their own. (For a more extensive review of personal construct theory, see Appendix A.)

A framework for studying constructs of parenting has been developed using the *Profile of A Person* model presented in Appendix B. The *Profile of A Person* is the beginning stage of an applied translation of Kelly's personal construct theory. According to the hypothetical model, individuals, apart from having certain characteristic external features, are composed of beliefs, values, attitudes (expectations), and behaviors. Beliefs, values, attitudes, and behaviors represent different levels of personal cognitive structures; all levels are interrelated and mutually supportive, though beliefs and values are more superordinate than attitudes and behaviors. Constructs exist at each level (singular constructs) as well as across levels (more global constructs), such that a person has superordinate constructs which could be singular beliefs or values, a constellation of beliefs, values, and/or attitudes, or a complete cross section of interrelated beliefs, values, attitudes and behaviors. In this case, an attempt will be made to specify the relevant beliefs, values and attitudes of parents to hopefully identify their more global construct, or model, of parent-child socialization. Although no two parents will have all the same constructs operating at the same time, an important goal of the research is to identify common elements across individual constructs to form a typology of folk models of parent-child socialization.

Research in identifying folk models of parent-child socialization could be important to parent educators. Rather than immediately intervening at the behavioral level, parent educators could increase their effectiveness by helping clients trace the origins of their behavior, the supporting constructs, the effects of these constructs in influencing their interpretations of events, and finally the particular model they have created for parent-child socialization. With this complete picture, intervention would be more individualized and self-directed. Parents could identify and evaluate their own model, note inconsistencies, cases of poor implementation of a construct, inadequate "testing" of a construct, conflicting subcontructs, etc. At this point, client interest and motivation to change should be maximized because of the self-directed nature of the intervention.

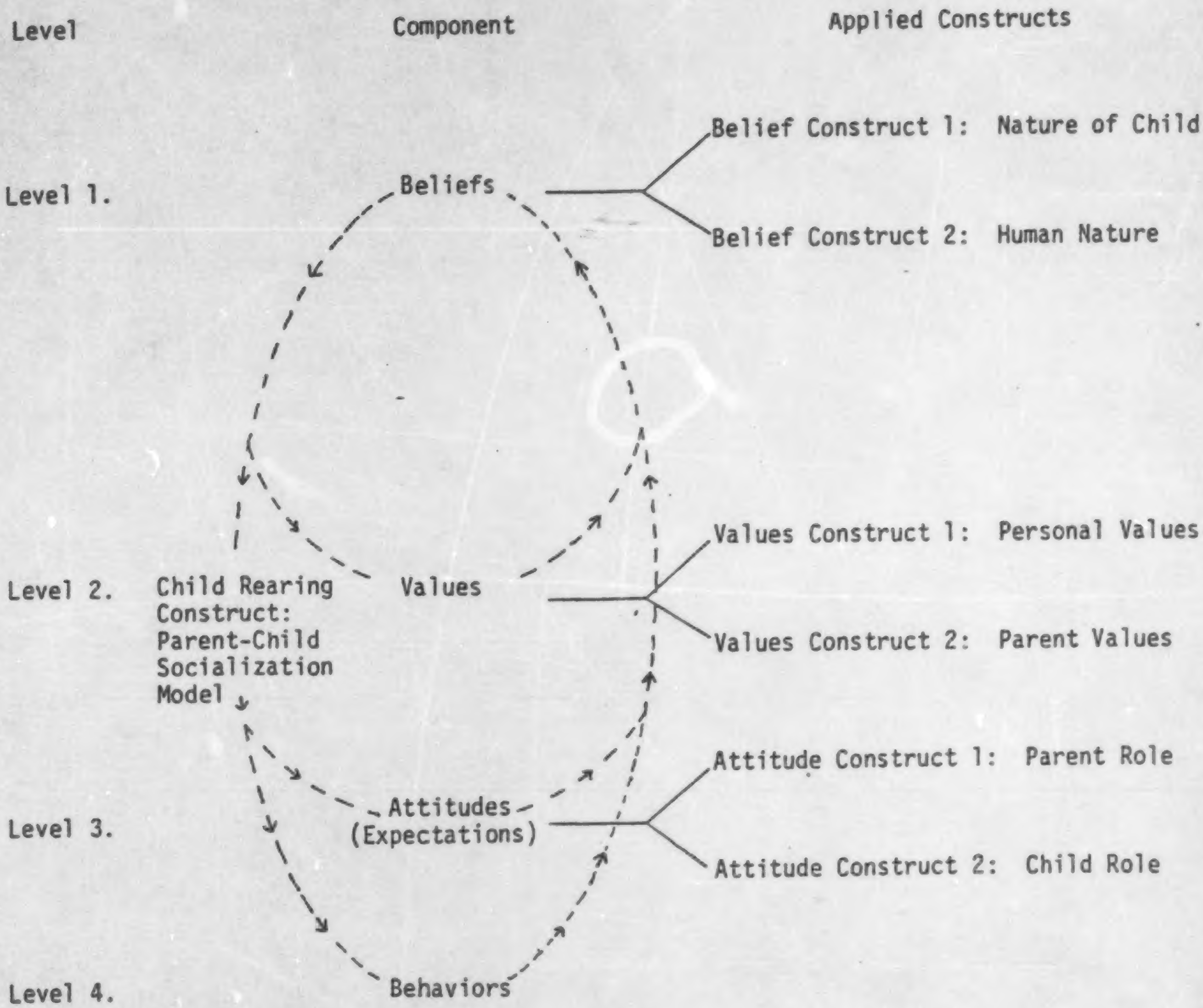
Operationalizing the Model

Beliefs have been defined as the most fundamental component of a person's internal makeup. Beliefs are the innermost notions an individual has about the world in which he lives, setting the context within which future constructs emerge. Beliefs, in this sense, are core to an individual's psyche. Beliefs are also difficult to articulate directly. Many gut level beliefs are likely to be unconscious, while others exist at the preconscious state, making their articulation accessible. For the purposes of this study, two beliefs constructs were identified as important. Belief Construct One focused on core notions that individuals have about the nature of man--is man basically good and trusting or hateful and selfish? Belief Construct Two asked the same questions as Belief Construct One, but in reference to the nature of the child. Is the nature of the child purity and innocence or sin and guilt? What are the differences in parents who "begin" their parenting roles from radically different belief constructs?

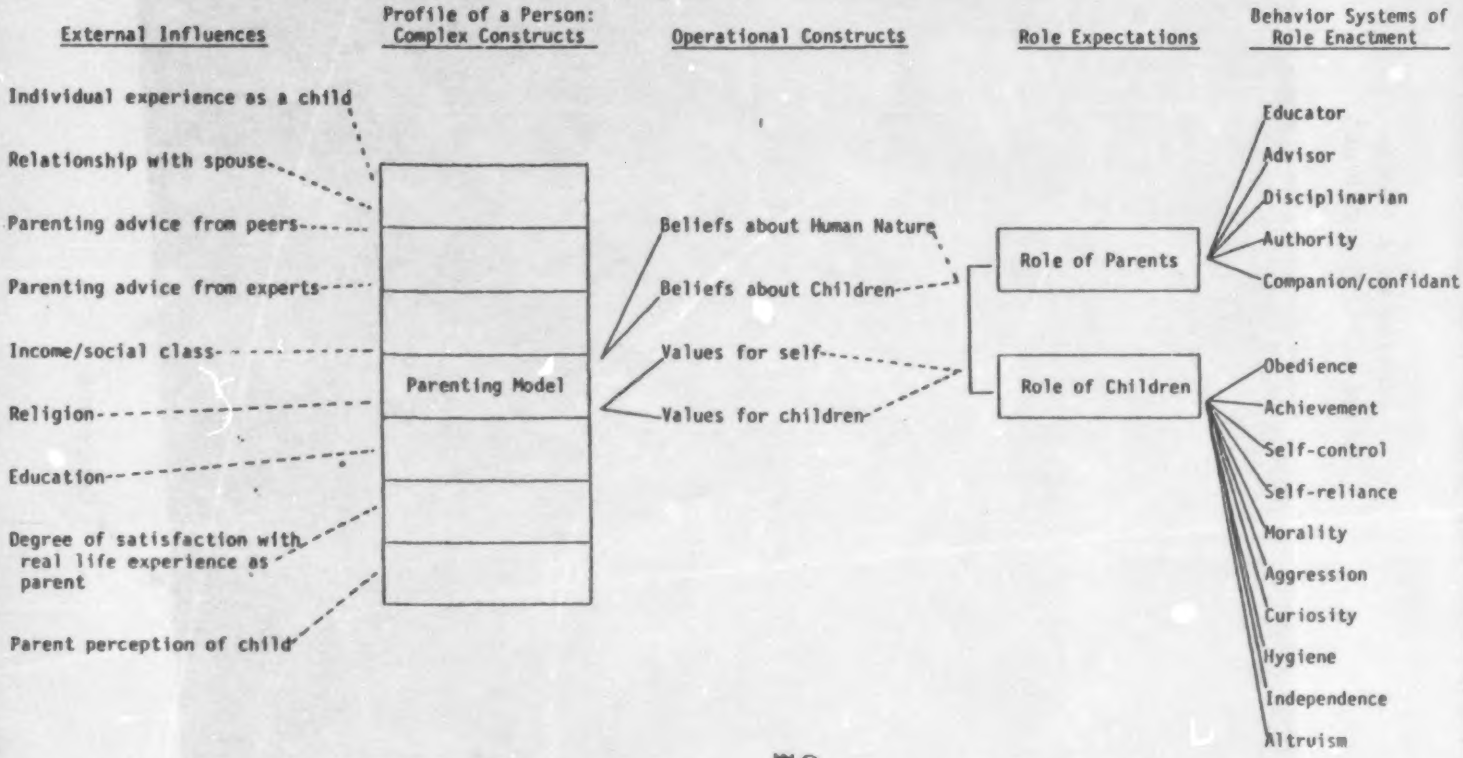
Values and beliefs are closely related, mutually supporting one another in providing the base structure for other subordinate constructs. Values, similar to beliefs, are integral to an individual, representing what is good and bad, important and unimportant. Values give direction to a person's life, leading him/her towards those values that are most important and away from those which are least important. Where beliefs are a kind of vague "sense," or gut level feeling about things, values are more directly accessible and easier to articulate. In this study two values constructs have been identified as important. Values Construct One focuses on personal values--the values individuals hold for themselves. Values construct Two lists the same values, but with respect to children. Figure 1 shows the levels of personal cognitive structures, corresponding constructs and a flow chart of the constant feedback that occurs between levels.

A complete review of the proposed plan of research is presented schematically on page 68. External influences are depicted as those events occurring outside an organism, as environmental inputs. Dotted

Profile of A Person
Child Rearing Construct


Level
Component
Applied Constructs
Level 1.
Beliefs
Belief Construct 1: Nature of Child
Belief Construct 2: Human Nature
Level 2.
Child Rearing Construct: Parent-Child Socialization Model
Values
Values Construct 1: Personal Values
Values Construct 2: Parent Values
Level 3.
Attitudes (Expectations)
Attitude Construct 1: Parent Role
Attitude Construct 2: Child Role
Level 4.
Behaviors

Research Proposal for Studying External and Mediational Influences on Enactment of Parent Models of Child Socialization



lines connecting external inputs with an "individual" suggest the rather indirect, diffuse nature of these events. External inputs are also depicted as impacting the whole individual indicating the range of effects of outside influences, only one of which is being considered in this study, that part of the individual concerned with the parenting role.

The Parenting Model is the hypothetical result of an individual's cognitive processing of external inputs within internal states. Operationally, the model is defined as resulting in beliefs about human nature, beliefs about the nature of the child, and values for the individual and values for children. These beliefs and values are representative of an individual's world view at the most abstract level.

Attitudes are sets of expectations regarding appropriate and inappropriate behavior for individuals occupying certain social roles. The translation of abstract beliefs and values results in attitude constructs about parenting roles and children's roles. Children's roles and parents' roles are the major concerns of this study. These expectations are more directly translated through actual role enactment as defined by, for example, parent roles as educator, advisor, disciplinarian, authority figure, and companion. Expectations for children might focus on obedience, achievement, self-control, self-reliance, morality, aggression, curiosity, hygiene, independence, and altruism.

IV. RESEARCH METHODS AND PROCEDURES

Subjects

Subjects were recruited for pilot testing using two different parent organizations, Mothers, Incorporated and Mothers of Twins. Both groups consist of a largely middle and upper middle income group of parents and are self-supporting, self-initiated parent groups. Although the actual membership is comprised of mothers only, the SEDL mail-out of instruments included duplicate sets of surveys with a special note seeking participation by fathers. Sixty-two surveys were used in data analysis; nineteen surveys (30%) were from fathers.

Instruments

Paper and pencil instruments, surveys, and structured interviews were used in data collection. The following concerns provided the focal points for data collection:

Beliefs about Human Nature: core beliefs about the true condition of man--the motivations and behaviors of man, expressed in polarized form; the tendency to believe that man is either basically good or basically bad. (Semantic Differential with 7 point scale)

Beliefs about the Nature of the Child: core beliefs about the natural prpensities/expectations for a child--the motivations and behaviors of a child, expressed in polarized form; the tendency to believe that children are more pure and innocent that evil and sinful. (Semantic Differential with a 7 point scale)

Values for Self: ideals and goals which motivate individual behavior; what an individual thinks is good or bad, important or unimportant. (Likert Scale, 6 point scale)

Values for Children: ideals and goals which parents define as important for their children; ideals and goals parents would like to pass on to their children to enhance their success as adults. (Likert Scale, 6 point scale)

Parent Role: expectations regarding appropriate and inappropriate parent behavior concerning interactions with children; typical components of the parent role would include the parent as "disciplinarian," "advisor," "moralist," and "confident." (Structured Interview)

Children's Role: expectations parents have regarding appropriate and inappropriate behavior for children; typical behavioral settings within which expectations fall include "achievement," "obedience," "individual responsibility," "morality," etc. (Structured Interview)

V. RESULTS

Two different types of data were generated in Area Focus Two. Paper and pencil data were collected on beliefs about the nature of people, beliefs about the nature of children, values parents' have for themselves and values parents have for their children. Interview data were collected about how parents enact their roles. Both types of data were considered first as group data and second as individual data.

Parents' ratings of twenty-five (25) beliefs about the nature of children and the nature of adults resulted in many significant differences. Parents believe the nature of adults and the nature of children to be significantly different along 23 of the 25 belief dimensions (see Figure 1). Figure 2 displays those dimensions on which children were given significantly greater ratings. Figure 3 displays those dimensions on which adults were given significantly greater ratings. In comparing the two sets of items, it appears that the nature of children is viewed as significantly different and more positive than the nature of adults.

Although the ratio of subjects to variables (belief items) was not ideal, an exploratory factor analysis was computed to look for linear combinations of variables. After reviewing the original matrix of correlations, factors were identified by their Eigen values (greater than or equal to 1.0), percent of variance accounted for, and psychological meaning of items identifying the factor. Factor loading coefficients for individual

FIGURE 1: DIFFERENCES FOR BELIEFS ABOUT PEOPLE AND BELIEFS ABOUT CHILDREN†*

	$\overline{x}$ About People	$\overline{x}$ About Children
1. shy	4.3	4.2
2. honest**	4.8	5.6
3. helpless**	3.4	4.0
4. wild**	3.0	4.4
5. happy**	4.5	5.8
6. curious**	4.7	6.5
7. stubborn**	3.7	4.2
8. rational**	4.5	3.7
9. vulnerable**	5.1	6.0
10. friendly**	5.2	5.9
11. slow moving**	3.8	2.3
12. trusting**	4.1	5.9
13. even tempered	4.0	3.8
14. productive**	4.6	5.2
15. intelligent**	4.5	5.4
16. innocent**	4.3	5.9
17. involved with others**	4.1	5.4
18. conformist**	5.1	4.5
19. perfect**	3.0	3.8
20. loving**	5.1	6.2
21. anti-social*	2.8	2.4
22. animal-like**	3.1	3.7
23. demanding**	4.3	5.1
24. self-controlled**	3.6	2.5
25. unique**	5.1	6.1

†Maximum score equals 7 (high) and minimum score equals 1 (low).
*Significant at .05 alpha level, two-tailed probability.
**Significant beyond 1005 alpha level, two-tailed probability.

FIGURE 2: BELIEF ITEMS ON WHICH RATINGS
FOR CHILDREN WERE SIGNIFICANTLY GREATER
THAN RATINGS FOR PEOPLE

1. honest
2. helpless
3. wild
4. happy
5. curious
6. stubborn
7. vulnerable
8. friendly
9. trusting
10. productive
11. intelligent
12. innocent
13. involved with others
14. perfect
15. loving
16. animal-like
17. demanding
18. unique

FIGURE 3: BELIEF ITEMS ON WHICH RATINGS
FOR PEOPLE WERE SIGNIFICANTLY GREATER
THAN RATINGS FOR CHILDREN

1. rational
2. slow-moving
3. conformist
4. anti-social
5. self-controlled

items was set at greater than or equal to .35 (see Figure 4). Given the above considerations, four factors were identified for beliefs about the nature of people and four factors were identified for beliefs about the nature of children. Beliefs about the nature of people for Factor 1 concern the social nature of children, for Factor 2 the general goodness of children, for Factor 3 indvidual autonomy of children, and for Factor 4 naivete or innocence of children (see Figure 5). The four factors identified for beliefs about the nature of people are similar to those identified for children with Factor 1 concerned with the general goodness of people, Factor 2 concerned with beliefs about the more antisocial side of people, Factor 3 concerned with competence and rationalism of people, and Factor 4 concerned with naivete or innocence of people (see Figure 6). It is interesting to note that Factor 2 for beliefs about the nature of adults, frames the issue of man's social nature negatively, and the items forming Factor 3, or competency, look more like individual autonomy or Factor 2 for beliefs about children.

Although the same sets of items were used in the factor analysis, the focus of concern, children or adults, resulted in slightly different configurations. The belief items for children line up according to social-emotional factors and are positive in tone where the belief items for adults include a more instrumental emphasis as well as a negatively phrased social factor. This appears to reflect the more positive attitude toward beliefs about children as demonstrated in mean differences previously discussed, (Figure 1), as well as the tendency to emphasize social characteristics of children.

Factor scores were generated using the mean score of the total group. Figure 7 shows the relative degree to which the total group believes

FIGURE 4: CRITERIA FOR FACTOR ANALYSIS FOR PARENTS' BELIEFS ABOUT ADULTS AND PARENTS' BELIEFS ABOUT CHILDREN

Factor	Eigen Value	Percent of Variance	Cumulative Variance
Beliefs About the Nature of People			
Factor 1	5.8	41.3	41.3
Factor 2	1.9	13.4	54.7
Factor 3	1.7	12.4	67.1
Factor 4	1.3	9.4	76.5
Beliefs About the Nature of Children			
Factor 1	4.9	34.0	34.0
Factor 2	2.4	16.7	50.7
Factor 3	1.8	12.4	63.1
Factor 4	1.3	9.2	72.3

FIGURE 5: FACTOR ITEMS FOR PARENTS' BELIEFS ABOUT THE NATURE OF CHILDREN

Factor 1: Social Nature

Item Number	Item Stem	*Factor Loading
2	honest	.53
10	friendly	.43
15	intelligent	.49
16	innocent	.47
17	involved with others	.44
20	loving	.42
21	anti-social	-.83

Factor 2: Individual Autonomy

Item Number	Item Stem	*Factor Loading
1	shy	-.62
2	honest	.35
3	helpless	-.52
14	productive	.56
15	intelligent	.38
18	conformist	-.74

Factor 3: General Goodness

Item Number	Item Stem	*Factor Loading
5	happy	.35
9	vulnerable	.63
12	trusting	.72
14	productive	.49
22	animal-like	.44

Factor 4: Innocence

Item Number	Item Stem	*Factor Loading
6	curious	.63
10	friendly	.40
17	involved with others	.41
20	loving	.43
25	unique	.67

*After Varimax Rotation.

FIGURE 6: FACTOR ITEMS FOR PARENTS' BELIEFS ABOUT THE NATURE OF PEOPLE

Factor 1: General Goodness

Item Number	Item Stem	*Factor Loading
2	honest	.71
9	vulnerable	.36
12	trusting	.44
14	productive	.60
16	innocent	.71
19	perfect	.53

Factor 2: Anti-Social Nature

Item Number	Item Stem	*Factor Loading
3	helpless	.36
11	slow moving	.64
10	friendly	-.44
13	even-tempered	-.44
20	loving	-.36
21	anti-social	.65

Factor 3: Competence

Item Number	Item Stem	*Factor Loading
3	helpless	-.57
8	rational	.69
14	productive	.43
15	intelligent	.49
17	involved with others	.52

Factor 4: Innocence

Item Number	Item Stem	*Factor Loading
6	curious	.68
10	friendly	.51
20	loving	.60

*After Varimax Rotation.

Factor 1, Factor 3, and Factor 4, (general goodness, competency, and innocence) to be strong components of the nature of adults. The group mean rating on Factor 2 (anti-social nature) is comparatively low. The profile of group mean factor scores on beliefs about the nature of children, their general goodness, their high degree of innocence or naivete, and relatively strong beliefs about individual autonomy as well.

Subjects were also asked to rate the importance of forty (40) values first with respect to themselves and second with respect to their children. A T-Test was computed to test for significcant differences in mean ratings of each value. As shown in Figure 8, sixteen values had significant differences between means. It is interesting to note that all of the values with significant differences are due to the increased importance of the values for children as reported by the parents. The values parents stress more for their children than for themselves cluster around achievement-oriented values, personal development, and more traditional values (see Figure 9).

After subjects rated each value for importance, they were asked to pick the ten most important values they have for themselves and then for their children. As shown in Figure 10 there is considerable agreement in prioritization of values for parents and children. The notable exception is the decreased importance placed on marrying and having children as a value parents' want to pass on to their own children. In the words of one mother, "If marriage and family are important to me but my child chooses to remain single, then that value would be meaningless."

Exploratory factor analysis was used to analyze values parents have for themselves and values parents have for their children. Results of this analysis are tentative due to the low ratio of subjects to variables (items). After reviewing the original matrix of correlations, factors were

FIGURE 7: FACTOR SCORES FOR TOTAL GROUP
USING GROUP MEAN

Factors	Total Group Mean *
Beliefs About the Nature of Children	
Factor 1 (Social Nature)	5.5
Factor 2 (Individual Autonomy)	4.4
Factor 3 (General Goodness)	5.2
Factor 4 (Innocence/Naivete)	5.8
Beliefs About the Nature of People	
Factor 1 (General Goodness)	4.3
Factor 2 (Anti-Social Nature)	3.3
Factor 3 (Competence/Rationalism)	4.5
Factor 4 (Innocence/Naivete)	5.0

* Where 1 is low and 7 is high

FIGURE 8: MEAN DIFFERENCES FOR PARENTS' VALUES FOR THEMSELVES AND PARENTS' VALUES FOR THEIR CHILDREN

	For Themselves		For Their Children	
Values	$\bar{X}$	Mode	$\bar{X}$	Mode
1. to be honest	5.2	5.0	5.2	5.0
2. to have good manners**	3.8	4.0	4.2	4.0
3. to be modest	2.8	2.0	2.7	2.0
4. to have hobbies**	3.2	2.0	3.7	4.0
5. to respect authority**	3.5	3.0	3.9	4.0
6. to marry and have children	3.2	2.0	3.1	2.0
7. to control your emotions	3.2	3.0	3.4	3.0
8. to be interested in learning	5.2	6.0	5.4	6.0
9. to make a lot of money	2.5	2.0	2.7	3.0
10. to speak out in front of others	3.1	2.0	3.3	4.0
11. to be loyal to your family	4.7	5.0	4.5	5.0
12. to be yourself	5.2	6.0	5.4	6.0
13. to be popular	2.6	2.0	2.7	3.0
14. to be a hard worker	4.3	5.0	4.5	5.0
15. to be able to defend yourself**	3.6	4.0	4.2	4.0
16. to be affectionate	4.7	4.0	4.8	5.0
17. to have a religion**	2.9	2.0	3.2	2.0
18. to be like the majority	.17	1.0	1.8	1.0
19. to be considerate of others	4.9	5.0	5.0	5.0
20. to be dependable	5.0	5.0	5.1	5.0
21. to openly express anger**	3.0	3.0	3.4	3.0
22. to be neat and clean	3.8	4.0	3.9	4.0
23. to be able to support myself*	4.3	5.0	4.7	6.0
24. to always save money	3.1	3.0	3.0	3.0
25. to be ambitious**	3.4	4.0	3.7	4.0
26. to enjoy relaxing and playing**	4.4	5.0	4.7	5.0
27. to have a close sexual relationship	4.4	4.0	4.5	4.0
28. to accept criticism**	3.7	4.0	4.2	4.0
29. to understand the feelings of others	4.9	5.0	5.0	5.0
30. to enjoy spending time alone**	4.2	4.0	4.6	5.0
31. to be a good listener	4.7	5.0	4.7	5.0
32. to be aggressive**	2.5	1.0	3.0	3.0
33. to be able to tolerate high stress**	3.4	4.0	4.0	4.0
34. to keep physically fit**	4.0	4.0	4.7	5.0
35. to stay busy all the time	2.6	2.0	2.6	2.0
36. to have close friends	4.7	5.0	4.9	6.0
37. to travel*	3.3	2.0	3.7	4.0
38. to set high goals*	3.7	4.0	4.3	5.0
39. to have a sense of humor	4.8	6.0	5.0	6.0
40. to be able to adapt to change	4.9	6.0	4.9	6.0

* $p \leq .05$
** $p \leq .01$

FIGURE 9: VALUES WHICH PARENTS RATE HIGHER FOR THEIR CHILDREN THAN FOR THEMSELVES

1. to set high goals
2. to be able to tolerate high stress
3. to be aggressive
4. to be ambitious
5. to be able to support myself
6. to be able to defend yourself
7. to openly express anger
8. to accept criticism
9. to have hobbies
10. to enjoy spending time alone
11. to keep physically fit
12. to travel
13. to enjoy relaxing and playing
14. to have good manners
15. to respect authority
16. to have religion

FIGURE 10: IMPORTANCE RANKING OF PARENTS' VALUES FOR THEMSELVES AND PARENTS' VALUES FOR THEIR CHILDREN

RATING	RANK ORDER	PERSONAL VALUES	RATING	RANK ORDER	CHILDREN'S VALUES
48	1	to be honest	47	1	to be honest
43	2	to be interested in learning	45	2	to be interested in learning
43	3	to be yourself	44	3	to be yourself
37	4	to be considerate of others	32	4	to be considerate of others
36	5	to be dependable	28	5	to be dependable
34	6	to understand the feelings of others	27	6	to have a sense of humor
29	7	to have close friends	26	7	to be affectionate
27	8	to have a sense of humor	25	8	to understand the feelings of others
26	9	to be affectionate	24	9	to have close friends
23	10	to marry and have children	19	10	to be loyal to your family
22	11	to be loyal to your family	16	11	to be able to support myself
21	12	to be a good listener	15	12	to keep physically fit
17	13	to enjoy relaxing and playing	14	13	to have good manners
16	14	to have a close sexual relationship	13	14	to marry and have children
15	15	to be able to support myself	13	15	to be a good listener
15	16	to enjoy spending time alone	11	16	to respect authority
14	17	to be able to adapt to change	11	17	to be ambitious
14	18	to be a hard worker	11	18	to enjoy relaxing and playing
11	19	to keep physically fit	11	19	to have a close sexual relationship
9	20	to respect authority	11	20	to be able to adapt to change
8	21	to be neat and clean	10	21	to be a hard worker
8	22	to have a religion	9	22	to set high goals
8	23	to set high goals	8	23	to be able to defend yourself
7	24	to have good manners	8	24	to enjoy spending time alone
6	25	to make a lot of money	7	25	to control your emotions
6	26	to control your emotions	7	26	to have a religion
6	27	to travel	6	27	to have hobbies
5	28	to accept criticism	5	28	to accept criticism
4	29	to be able to tolerate high stress	5	29	to be able to tolerate high stress
4	30	to be ambitious	4	30	to be neat and clean
3	31	to be modest	3	31	to stay busy all the time
3	32	to be able to defend yourself	1	32	to be modest
3	33	to stay busy all the time	1	33	to make a lot of money
2	34	to speak out in front of others	1	34	to speak out in front of others
2	35	to be popular	1	35	to be popular
2	36	to always save money	1	36	to be like the majority
1	37	to be aggressive	1	37	to openly express anger
1	38	to openly express anger	1	38	to always save money
1	39	to have hobbies	1	39	to be aggressive
0	40	to be like the majority	0	40	to travel

identified by their Eigen values (greater than or equal to 1.0), percent of variance accounted for, and psychological meaning of items identifying the factor (see Figure 11). Factor loading coefficients for individual items was set at greater than or equal to 3.5 (see Figures 12 and 13). With the above considerations in mind three factors were identified for each set of values. Again there is considerable continuity between factors for the two sets of values, with instrumental values and personal development values being the predominant theme of two factors. The differences in sets of factors occur in Factor 3 where items suggesting prudence and modesty are emphasized for children and items focused on social maturity and social relations with others is emphasized for adults. Mean scores for the total group on each factor were computed for the two values' inventories as seen in Figure 14. Factors emphasizing personal development are consistently rated higher than factors emphasizing instrumental values; prudence is not highly rated as a value parents want to pass on to their children.

Both groups profiles consistently reflect a noticeably higher rating of importance on social-emotional values in terms of personal growth and development as opposed to rational-objective values in terms of achievement and financial success. This difference in importance rating may be a reflection of the middle and upper income status of the group of subjects. Other research has suggested that individuals with relatively fewer concerns about daily subsistence are afforded the "luxury" of valuing self-development and interpersonal growth.

As reported above, ideal conditions for a factor analysis were not present in this pilot testing effort. With this in mind, factor scores were generated for each individual that was interviewed and individual profiles were produced (see Appendix C). Item scores belonging to each factor were used to generate mean factor scores.

FIGURE 11: CRITERIA FOR FACTOR ANALYSIS FOR PARENTS' VALUES FOR THEMSELVES AND FOR THEIR CHILDREN

	Eigen Value	Percent of Variance	Cumulative Variance
Values Parents Have for Themselves			
Factor 1 (Instrumental)	9.45	36.5	36.5
Factor 2 (Personal Development)	4.68	18.1	54.7
Factor 3 (Social Maturity)	2.14	8.3	63.0
Values Parents Have for Their Children			
Factor 1 (Personal Development)	9.12	34.3	34.3
Factor 2 (Instrumental)	4.74	17.9	52.1
Factor 3 (Prudence)	1.97	7.4	59.6

FIGURE 12: FACTOR ITEMS FOR PARENTS' VALUES FOR THEIR CHILDREN

Factor 1: Personal Development

Item Number	Item Stem	*Factor Loading
8	to be interested in learning	.44
16	to be affectionate	.51
19	to be considerate of others	.37
26	to enjoy relaxing and playing	.48
27	to have a close sexual relationship	.43
29	to understand the feelings of others	.42
30	to enjoy spending time alone	.64
31	to be a good listener	.38
33	to be albe to tolerate high stress	.43
34	to keep physically fit	.48
36	to have close friends	.69
37	to travel	.48
39	to have a sense of humor	.79
40	to be able to adapt to change	.66

*After Varimax Rotation.

Factor 2: Instrumental Values

Item Number	Item Stem	*Factor Loading
5	to respect authority	.58
7	to control your emotions	.40
14	to be a hard worker	.65
15	to be able to defend yourself	.39
22	to be neat and clean	.60
23	to be able to support myself	.64
24	to always save money	.57
25	to be ambitious	.70
35	to stay busy all the time	.47
38	to set high goals	.36

Factor 3: Prudence

Item Number	Item Stem	*Factor Loading
2	to have good manners	.65
3	to be modest	.66
18	to be like the majority	.35
22	to be neat and clean	.51

FIGURE 13: FACTOR ITEMS FOR PARENTS' VALUES FOR THEMSELVES

Factor 1: Instrumental Values

Item Number	Item Stem	*Factor Loading
5	to respect authority	.36
7	to control your emotions	.52
9	to make a lot of money	.49
14	to be a hard worker	.60
15	to be able to defend yourself	.52
22	to be neat and clean	.63
23	to be able to support myself	.58
24	to always save money	.51
25	to be ambitious	.81
32	to be aggressive	.71
33	to be able to tolerate high stress	.52
34	to keep physically fit	.41
35	to stay busy all the time	.76
38	to set high goals	.72

Factor 2: Social Maturity

Item Number	Item Stem	*Factor Loading
19	to be considerate of others	.77
20	to be dependable	.58
28	to accept criticism	.40
29	to understand the feelings of others	.77
31	to be a good listener	.66
34	to keep physically fit	.37
36	to have close friends	.52

Factor 3: Personal Development

Item Number	Item Stem	*Factor Loading
8	to be interested in learning	.66
16	to be affectionate	.51
21	to openly express agner	.40
26	to enjoy relaxing and playing	.63
27	to have a close sexual relationship	.35
30	to enjoy spending time alone	.71
31	to be a good listener	.42
36	to have close friends	.54
37	to travel	.37

*After Varimax Rotation.

FIGURE 14: FACTOR SCORES FOR TOTAL GROUP USING GROUP MEAN

Values	Total Group Mean *
Values Parents Have for Themselves	
Factor 1 (Instrumental)	3.4
Factor 2 (Interpersonal Development)	4.6
Factor 3 (Social Maturity)	4.3
Values Parents Have for Their Children	
Factor 1 (Interpersonal Development)	4.7
Factor 2 (Instrumental)	3.8
Factor 3 (Prudence)	3.1

* Where 1 is low and 6 is high.

Superimposing the profiles on each other resulted in a wide variation in responses. Although most respondents' profiles reflected the general profile of the group mean, there was noticeable individual variation along certain factors. Although some individuals shared factor scores, they were equally likely to have very different scores on other factors. The complexity of human behavior is implicit in the seeming similarity yet glaring inconsistency of persons' scores on factors. Some of the variation is undoubtedly due to error variance in the instrument itself and low reliability of factors, but other sources of variation are likely to stem from individual idiosyncrasies regarding certain beliefs and/or values which may or may not be logically or rationally connected to other beliefs and values. There may an internal press which is not explicitly logical or rational which acts to connect personal beliefs and values inasmuch as that is derived from within the internal system (unique social history) of the individual, and therefore idiosyncratic. Also, it seems likely that individuals sharing some values may ot share other values. All of the above considerations could provide some explanations for the somewhat erratic set of individual profiles.

Interview Data

Nine parent interviews were conducted. The interviews were designed to elicit self-report information about parent roles and child roles, and to look for relationships between these roles and the beliefs and values of parents. The purpose of this phase of the research plan was to develop and test the interview schedule. The interview process was seen as developmental in nature and revision in interview material occurred throughout pilot testing.

The interview schedule and its various revisions included the following four components: (Appendix D)

1. Parents and Children Together. Three to four sentence stories were read to parents. Each story was about a particular, and relatively common, parent-child interaction. Parents were asked to respond with exactly what they would say and do in that situation. Each parent-child vignette also included a series of structured questions to which the parents responded.

2. The Parent Psychologist. This component of the interview consisted of a five part series of questions designed to get more direct information about each parent's thoughts and concepts about (1) child development, (2) personality development of children, (3) moral development of children, (4) discipline, and (5) family life.

3. Parent Sentence Completion Task. Each parent was asked to complete a series of incomplete sentences. All sentences related to parent roles and parent-child relations.

4. Demographic Information. General demographic information was collected in this component of the interview. On top of getting data on the number of children in the family, religious affiliation, education level, etc., more personal questions were also asked. The latter included questions tapping each individual's level of satisfaction with themselves as a parent, their satisfaction with their spouse as a parent, and their evaluation of how happy they remembered their childhood to be.

Part 2 of the interview schedule, The Parent Psychologist, was not administered to each subject as it was developed at the conclusion of the interview process. Although the vignettes appeared to be effective in eliciting parent role information, the indirect nature of this type of item also generated indirect responses at times. Consequently a more direct line of questioning was developed to complement the indirect approach of the vignettes.

Parent Model Variables

Nine parent model variables were identified for organizing and evaluating interview data. These variables are not conclusive, but placement of parent data along these variables did suggest seven parent models. The nine variables that did appear seem to be important considerations for most any discussion of parent models of child socialization. The nine variables include the following:

1. Adult-Centered: parent sees child behaviors (and most world events) from the perspective of an adult; tendency to interpret child behaviors according to how they are affected by them, and may even take certain child behaviors and actions personally.

2. Child-Centered: parent is aware of and concerned about the child's thoughts and feelings; seeing child behaviors from the perspective of the child; considering the child's position.

3. Information-Centered: parent tends to look at and consider particular situations and circumstances; parent who may want to get more information about a situation before responding to it; could range from parent who is so information oriented they are "analytic" to parent who simply wants to know all the facts before evaluating a situation; "inforamtion" could range from descriptive information surrounding a particular event or general/educational information sought for the purpose of expanding parent awareness.

4. Emotional Reactiveness: extent to which a parent reacts rather than responds to a situation; ranging from a parent who views many children's behaviors as normal and a parent who sees many children's behaviors as possible signs of "abnormality" or problems; ranging from a parent who can ignore many behaviors and a parent who cannot.

5. Intentionality: extent to which a parent assigns a positive, negative or neutral evaluation to a child's intentions; ranging from parents who see children's wrongdoings as consciously intended and parents who see children as basically incapable of ill-intent; often an issue of trust.

6. Role of the Environment: (a) extent to which the parent structures the internal, family environment for children and their needs and/or adults and their needs, and (b) extent to which the parent attempts to control and otherwise mediate the child's interactions with the external environment, particularly with adolescents.

7. Child as Decision Maker: (a) extent to which parent encourages or allows the child to make his/her own decisions, and (b) parent willingness to actually live with the consequences of any of the decisions the child has been entrusted to make.

8. Fragility of Child: extent to which the parent emphasizes the more "delicate" or fragile nature of the child and the child's self-concept; a parent high in this concern may place a lot of importance on always doing the right things; parent may feel solely responsible for the child's development, happiness, and well-being rather than giving the child some responsibility for that.

9. Confidence Level of Parents: degree of confidence regarding parenting decisions; extent to which the parent may look to the interviewer for approval (assumption of a right and wrong answer); parent who may tend to look for professional help rather than trust their own skill and/or judgment.

Description of the Parent Model

Interviews were read and scored according to the nine categories described above. Seven categories were scored by their presence (+) or absence (-). The Environment variable, (a) and (b), was scored according to the degree of input/control by adults (A) or children (C) or a combination of the two. The Child as Decision Maker Variable, (a) given the child by the parent, and (b) the extent to which the parent is willing to accept the consequences of decisions made by the child, were scored using a rating scale (1-5) and presence (+) or absence (-) respectively. Figure 15 depicts the seven models, how they are scored, as well as scoring key. Although this seems like a relatively simple scoring technique, the "real" score is the configuration of scores along the nine dimensions.

Seven parenting models of child socialization were identified in the pilot testing phase of the research. The seven parent models can be distinguished by their placement along the nine variables previously defined. The following is a short narrative of each of the seven parent models. Although no individual parent consistently acts as the model(s) would predict, for explanatory purposes the models will be presented as such. Most parents tend to behave consistently but there will always be certain issues or sets of circumstances that provoke atypical behaviors. The narratives will present the models as though people, i.e., parents, behave in a consistent manner. Because parents, people, do not act so consistently, the narrative may seem overly simple.

Model 1: The Authoritarian Parent

	Parent-Centered	Child-Centered	Information Centered	Intentionality of Child	Resilience of Child	Environment		Child as Responsible Decision Maker		Confidence of Parents	Emotional Reactiveness
						(a)	(b)	(a)	(b)		
Model 1 Authoritarian Parent	+	-	-	-	+ (toughness)	A	A	1	-	+	+

FIGURE 15: PARENT MODELS OF CHILD REARING

	Parent-Centered	Child-Centered	Information Centered	Intentionality of Child	Resilience of Child	Environment (a)	Environment (b)	Child as Responsible Decision Maker (a)	Child as Responsible Decision Maker (b)	Confidence of Parents	Emotional Reactiveness
Model 1 Authoritarian Parent	+	-	-	-	+ (toughness)	A	A	1	-	+	+
Model 2 Overprotective/Permissive Parent	-	+	-	+	+	C	C	$\frac{1}{5}$	$\frac{-}{+}$	-	+
Model 3 Behaviorist Parent	-	-	+	o	o	A/C	A-C	3	+	+	-
Model 4 Confused Parent	+	+	-	+	-	A/C	A/C	1, 5	-, +	-	+
Model 5 Romantic Parent	-	+	+	+	+/-	A C	A-C	3	+	+	-
Model 6 Consulting Parent	+	+	+	+/-	+/-	A-C	A-C	4	+	++	--
Model 7 Authoritative Parent	+	-	+	+/-	+/-	A C	A-C	3	+	++	-

Key: + = presence
- = absence
o = neutral
+/- = mixture of both; shared

A = Adult
C = Child
A/C = Adult and child with clear boundaries between roles always maintained
A C = Adult and child with more flexible boundaries
A-C = Adult in collaboration with child; reflects a more horizontal relationship rather than vertical

Child as Responsible Decision Maker

1a = very limited responsibility given to child
2a = limited responsibility given to child
3a = some responsibility given to child
4a = considerable responsibility given to child
5a = almost complete responsibility given to child

(-)b = parent unwilling to accept any consequences of decision making
(+)b = parent is willing to accept consequences of decisions given to child

The Model 1 parent tends to view the world from the adult's perspective most of the time. This parent is so immersed in their own way of looking at things, consideration for the child's feelings and perspective or extenuating circumstances is unlikely. This parent will tend towards a negative evaluation of a child's intentions and is not very trusting of the child's competence or judgment. A child's resiliency or fragility is probably not considered. Instead, the Model 1 parent, in viewing from his/her adult perspective, is likely to expect a more adult-like "toughness" from the child, a kind of "pull yourself up by the bootstraps" philosophy. So, in terms of resiliency, the Model 1 parent would tend to see the child as controller of his/her resiliency rather than thinking of it as a general state or condition. Considering the exclusive parent-(self)-centered position of the Model 1 parent, power and control are less likely to be shared with children.

The Model 1 parent would probably structure the family environment with adult needs and interests coming first. This could range from the parents not allowing the children to play in the house to only letting them play when it does not inconvenience them, to constantly supervising and monitoring their play. Because the Model 1 parent is more suspicious of a child's motivations he/she is likely to exert strong control over the child's interactions with the external environment, particularly as the child approaches adolescence and begins to show signs of independence. The suspicious nature of the parent may include a similar attitude about the intentions of others, resulting in a parent attitude not trusting either the child or other people and situations the child could confront in the external environment. Coincident with this lack of trust is the parent's limited view of the child as a decision-maker. This parent is not only less likely to let the child make his/her own decisions, those decisions which the child does make are likely to be suspect by the parent.

The Model 1 parent projects a high degree of confidence, possibly bordering on righteousness, as a parent. Parent authority and firm convictions about their world view give them support. This firm confidence coupled with their somewhat egocentric perspective results in their tendency to be more emotionally reactive. This is exacerbated by their preference for control; when the child behaves contrary to expectations the parent may take it personally as well as feel frustrated by the seeming, albeit momentary, lack of control over the situation.

Model 2: The Permissive/Overly Protective Parent

	Parent-Centered	Child-Centered	Information Centered	Intentionality of Child	Resilience of Child	Environment (a)	Environment (b)	Child as Responsible Decision Maker (a)	Child as Responsible Decision Maker (b)	Confidence of Parents	Emotional Reactiveness
Model 2 Overprotective/Permissive Parent	-	+	-	+	+	r	c	1 — ε	- — +	-	+

The Model 2 parent is child-centered, exclusively. This parent tends to be very concerned about how the child is feeling, to the seeming exclusion of the feelings of others. This parent is constantly trying to view the world from the child's perspective, as though it were the only legitimate perspective available. The implied singular validity of the child's perspective is supported in the parent's unreserved belief in the goodness of the child's intentions. This polarized attitude about the child is exaggerated further by the parent's belief in the child's fragility. Believing the child to be low in resilience, this parent feels more responsible for the growth, development and ultimate happiness of the child. This assumed responsibility increases the parent's attention to the child and what the child may be thinking and feeling.

The Model 2 parent may go one of two general directions in parenting their child. Either direction reflects the more exclusive interest and concern for the child, which could lead the parent to overly protect the child or be overly permissive with the child. The former parent will believe the child's delicate nature should be sheltered and insulated and accomplish this by hovering over and closely monitoring the child. The latter parent will have a very different interpretation of how to protect the child, feeling that total freedom to let the child develop unhampered is the best protection. So, although the model and underlying premises are the same, the enactment of the model leads a parent towards one of two extremes, maximum freedom or maximum control. Note that the kind of control manifested by the protective, Model 2 parent is not the same as the control manifested by the Model 3 parent.

The permissive parent does not exert much parental control or authority as traditionally portrayed. The parent's exaggerated focus on the child undermines the parent-child power-sharing, probably resulting in the child gaining power by default. As such, the internal, family environment is structured around the needs and interests of the child rather than the adults. The permissive parent exerts little or no contorl over the child's interactions with the external environment, excluding situations that may be life threatening. In terms of decision-making, the permissive parent is likely to give the child an unusual degree of freedom, justifying it with the belief that the child knows what is best for him/her and the belief in the naturally good intentions of children. All of these beliefs would place the parent in the position of forcing themselves to justify and accept all of the child's decisions--convincing themselves the child's decisions are right whether or not they actually felt that way.

It is more difficult to predict the degree of parent confidence and the emotional reactiveness of Model 2 parents. Parent confidence is likely to be high given the strong set of convictions supporting the model. On the other hand, to the extent that the child-centered parent is forced to abandon their own interests and motivations, enacting this model may bring periodic dissonance which would undermine confidence. This might also be the case in parent emotional reactiveness. On the one hand the parent may be so concerned with the child, he/she may overreact to any signs of discontent in the child (exorting the child to indicate how the parent can make everything all-right) or the parent may take everything in stride and simply let the child run free, content to deal with the repercussions, if there are any, of a parenting decision.

The overprotective parent exerts considerable control and parental authority, as he or she is unwilling for the child to experience anything harmful or negative. The internal environment is likely to be structured around the child; the child would be watched closely to prevent or otherwise take care of any possible accidents. The same kind of close monitoring would occur in the child's interactions with the external environment. This parent may be inclined to intervene on behalf of the child whenever he/she experiences conflict, for example with a teacher in school. In the same manner, this parent is unlikely to give the child too much responsibility in decision-making, fearing the child may make a wrong decision. The anxiety generated over the near non-stop job of protecting the child from harm and discomfort is likely to undermine the parent's confidence and leave him/her emotionally charged.

Model 3: The Behaviorist Model

	Parent-Centered	Child-Centered	Information Centered	Intentionality of Child	Resilience of Child	Environment (a)	Environment (b)	Child as Responsible Decision Maker (a)	Child as Responsible Decision Maker (b)	Confidence of Parents	Emotional Reactiveness
Model 3 Behaviorist Parent	-	-	+	0	0	P/C	P-C	1	+	+	-

Unlike the parent centered model or the child centered model where the adult is preoccupied with one person's world view, the information centered parent is preoccupied with "information," in this case the events, circumstances and facts of a situation, from which these parents derive their world view. The information centered parent may extend his/her "data" base by reading about parenting and child development. The information-centered parent is less concerned with the thoughts and feelings of themselves or others, and there is less consideration of the child's intentionality as it appears irrelevant to the real information--the facts. In the same manner, the child is not seen as resilient or fragile, another seemingly irrelevant consideration for the information-based parent.

The behaviorist parent is likely to have the internal environment structured into adult spaces and children's spaces. There is no reason to believe the information-based parent would be especially interested in making the home environment more or less child or adult oriented. There is also no reason to believe the behaviorist parent would or would not mediate the external environment for the child. The Model 3 parent would be susceptible to having house rules that would structure home activities. To the extent that there were rules governing the child's behaviors, given the set of reules the child would be free to operate on his/her own. This would result in the external environment being somewhat mediated by the parent, but not completely. In a similar manner, the behaviorist parent would be inclined to let the child make a significant number of individual decisions, but the parent would be involved in having set up clear consequences for the child in considering the decisions. Where the parent clearly communicated all of the consequences for any decisions made, the child could have final responsibility for any decision made and the parent would be able to accept whatever was decided.

Model 3 parents should have a high level of confidence; they are supported by the seeming logic of their style of parenting and may feel comfort in the highly cognitive nature of this model. Given the high cognitive orientation, the behaviorist parent is not likely to be emotionally reactive. Model 3 parents would be more inclined to evaluate a situation according to the particular set of events leading to it and then respond accordingly.

Model 4: The Confused Parent

	Parent-Centered	Child-Centered	Information Centered	Intentionality of Child	Resilience of Child	Environment (a)	Environment (b)	Child as Responsible Decision Maker (a)	Child as Responsible Decision Maker (b)	Confidence of Parents	Emotional Reactiveness
Model 4 Confused Parent	+	+	-	+	-	A / r	A / r	1,5	-,+	-	+

The Confused Parent is parent centered and child centered--the ultimate source of confusion. This parent tends to be alternately immersed in their own perspective or their child's perspective, oftentimes creating a double bind. Due to their immersion in one or the other's perspective and their strong concern for the feelings attached to either perspective, they may fail to consider the actual events or circumstances of a situation. The dual (parent-centered/child-centered) perspectives filters down into every mode of parenting behavior such that the parent may alternately view the child's intentions as generally good or generally bad. When operating from the parent-centered, or self-centered, mode the parent is likely to evaluate the child's behaviors and intentions from adult expectations and standards, possibly resulting in a negative judgment on the child. When operating from the child-centered perspective, the parent is likely to excuse child behaviors that might otherwise have been reacted to punitively.

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Depending upon the particular mode in which the parent is operating, the confused parent will view the child as resilient (tough) or fragile and delicate. This results in the child alternately experiencing adult expectations and directives that may feel unreasonable, on one hand, and more indulgent, overly nurturant parent responses on the other hand. In one moment the child may feel "spared" and the next moment he/she may feel overwhelmed. In spite of the dual positions, when power and control are considered the parent centered position is likely to supercede the child position. Since power is difficult to split up and an important dimension in most relationships, and given the emotional commitment to being "right" in an exclusive parent perspective, Model 4 parents are more likely to retain parent control and power in the house.

The Model 4 parent probably structures the internal, home environment in a manner suited for children and for adults, with each having separate spaces. This would meet both biases the parent struggles with. The child's interactions with the external environment would probably reflect another series of mixed messages from the parent, where the parent alternately gives the child considerable freedom to negotiate his/her own way and also creating clear barriers to doing so. The issue of parent control would be at hand during these exchanges as well as whatever perspective the parent was having regarding the child's intentionality and resilience. Model 4 children would also experience mixed messages regarding decision making. Depending upon the most active mode in which the parent was functioning, the child may or may not be permitted to make decisions and the parent may or may not be comfortable with accepting the consequences of the child's decision. It might even be possible for a Model 4 parent to be very comfortable with giving the child a particular decision-making responsibility on one day and feel entirely different about it the next.

The confidence of Model 4 parents probably vacillates. The difficulty of reconciling two seemingly opposing perspectives is likely to leave them feeling frustrated, confused, and possibly tense about their parent role and responsibilities. The anxiety generated by these concerns would contribute to a situation already primed for emotional reactiveness of the parent. The Model 4 parent is likely to be a parent who is very authoritarian in style, but struggling to modify that stance. This maybe a parent who is in a transition phase of growth and development as a person or a parent, moving from a (self)-centered perspective to an (other)-centered perspective but having difficulty doing so.

Model 5: The Romantic Parent

	Parent-Centered	Child-Centered	Information Centered	Intentionality of Child	Resilience of Child	Environment (a)	Environment (b)	Child as Responsible Decision Maker (a)	Child as Responsible Decision Maker (b)	Confidence of Parents	Emotional Reactiveness
Model 5 Romantic Parent	-	+	+	+	+ / -	A / C	A-C	?	+	+	-

The Romantic Parent is child centered and information centered. This parent enjoys viewing the world from the child's perspective but offsets this by paying attention to information from the environment. This parent is interested in understanding the child's behavior and will use whatever information he/she can access to do so, which would include information regarding the particular events in a situation as well as more general or educational information regarding child development, child psychology, and parenting. This extra-curricular type of parent involvement supports the parent's interest and concern for the child, but also balances that perspective by injecting outside opinions and perspectives into the parent role.

The Model 5 parent assumes their child has generally good intentions, though their related assumptions may not be as romantic as those of Model 2 parents because of their mutual interest in outside information/ education. In the same vein, Model 5 parents regard the child as reasonably resilient, but fragile enough to be conscious of their parent role and concerned about doing things right. Where Model 5 parents try to do what they think is right and best (acknowledging that they sometimes make mistakes), they are less inclined to feel that the child's self-concept is hinging on singular parent behaviors. This should free-up some of the anxiety experienced by parents perceiving themselves to be sole guardians of their child's destiny, making Model 5 parents less emotionally reactive.

One would predict the Model 5 parent to structure the internal environment around children, but not to the exclusion of parents. This might be reflected in the children's feeling like they and their parents share the house and that most any part of the house was available for playing. The Model 5 parent would not allow the child to take over the premises as the Model 2 parent may. The Model 5 parent would be less inclined to negotiate the external environment for their children. Given their high level of trust, their belief in the general goodness of children, and their willingness to see the child as separate from themselves, they are likely to have a communication system that allows them to participate in their children's activities by providing input, but no more than that. Children's responsibility for decision-making would probably be handled in a similar manner.

Model 5 parents would tend to be highly confident in their parent roles. Their sincere enthusiasm and interest in their children as well as their base of supporting information regarding parenting and child development encourage this confidence. All of this contributes to a relatively calm parenting style, saving the parent from emotional outbursts.

Model 6: The Consulting Parent

	Parent-Centered	Child-Centered	Information Centered	Intentionality of Child	Resilience of Child	Environment (a)	(b)	Child as Responsible Decision Maker (a)	(b)	Confidence of Parents	Emotional Reactiveness
Model 6 Consulting Parent	+	+	+	+ / -	+ / -	A-C	A-C	+	+	++	--

The Model 6 parent is strikingly similar to the Model 5 parent. The distinguishing difference is the Model 6 parent's apparent balance between the parent-centered, child-centered, and information-centered variables. The subsequent enactment of this parent model leads the parent to consider their own, adult needs and interests as much as they consider those of the children. They have an even clearer sense of themselves and their children as separate individuals. As such, children are seen more as little people, although different from adults. Consequently, children's intentions are sometimes good and sometimes bad. If pushed to take one position or another, the Model 6 parent would probably say the child's intentions are mostly good. Similarly, the child is seen as a fairly robust entity, at least robust enough for parents to make mistakes from time to time.

The internal, home environment for the Model 6 parent would again be similar to Model 5. Parents and children would share the house with mutual respect for individual privacy, for example by having a house rule requiring parents and children to knock on individual bedroom doors before entering. In terms of the external environment, Model 6 parents are likely to consult with their children about their interactions with the outside world, but they may also lay out some definite ground rules that Model 5 parents may not. In other words, the margin for parent discretion is different for Model 5 and 6, although in general, a "consultative" approach to parenting would be used, particularly as the child grows older.

Model 6 parents are very confident about themselves and their parenting roles. They are likely to have an open style of communication with their children which allows them to keep in close contact with them. This can only add to parent confidence as they have little to wonder about. This open style of communication and the tendency to act as a consultant will exhibit itself in the extent to which these parents give their children responsibility for making their own decisions. Periodically, Model 6 parents may become more directive with their children, particularly regarding matters they feel particularly strong about, perhaps a values issue. So, in general they will consult with their children regarding their individual decision-making, except in areas of high importance to them. The kind of open relationship between Model 6 parents and their children would allow the parent to be directive with their children from time to time, without upsetting them. In fact, considering the historical pattern of their relationship, those times when the Model 6 parent does become seemingly "one-sided" would act as a cue to the child that the parent felt particularly strong about an issue and that he/she would just have to accept that. This kind of give-and-take between parent and child should reduce everyone's emotional reactiveness. The differences between Model 5 parents and Model 6 parents pay bne more of degree rather than kind.

Model 7: The Authoritative Parent

	Parent-Centered	Child-Centered	Information Centered	Intentionality of Child	Resilience of Child	Environment		Child as Responsible Decision Maker		Confidence of Parents	Emotional Reactiveness
						(a)	(b)	(a)	(b)		
Model 7 Authoritative Parent	+	-	+	+ -	+ -	A C	A-C	?	+	++	-

The Authoritative Parent is parent-centered and information-centered. This dual perspective is an effective balance between being self-centered and too emotionally involved and too information-centered and unemotionally involved. The parent maintains his/her sincere interest in the concerns and interests of the child by becoming well-informed parents. Their personal experience of the child may not be as intimate as another parent, but there is a strong commitment to the child and caring for him/her. The Model 7 parent also maintains a strong investment in their adult perspective. Model 7 parents may reflect the opinions and attitudes of a particular parent expert, like Haim Ginott or Thomas Gordon. Their interest in being well-informed may result in their using a particular vocabulary or kind of jargon to express their parenting style. The extent to which they have completely integrated that particular philosophy may vary as it may be a kind of "intellectual" alliance rather than a heartfelt belief.

The authoritative parent believes in the general goodness of children, though not in a romantic way. They see the child as resilient and expect to make some parenting mistakes from which the child will be unaffected. The authoritative parent is likely to structure the home environment for children and adults. The space is probably shared to a great degree, though the children may be expected to pick up their toys immediately after playing with them, keep a neat and tidy bedroom, etc. The child's interactions with the external environment would be negotiated by parent and child, with the parent offering more direction than a Model 6 parent and keeping a slightly firmer grip on the child's coming and going. At these times the parents would see very clear differences between children's roles and parents' roles, the lines of authority being clearly drawn. There is a slight "edge" to this model's parental authority that is less likely in Model 6. This same pattern would hold true in how Model 6 parents delegate decision-making to their children.

Authoritative parents feel well-informed, have a comfortable separation of identities from their children and have a high degree of confidence. They are relatively calm parents, although in their more self-righteous moments this would not be the case. Model 7 parents may experience conflict when something they have read does not fit with their personal (parent-centered) perspective. This dissonance is likely to make certain parent-child interactions emotionally charged as the parent attempts to resolve the differences between what they are comfortable with and what they have read and otherwise subscribe to.

Summary of Parent Models Based on Parent Interviews

The seven parent models represent seven different possible combinations of parents' ratings on nine variables of parenting. The nine variables introduce a structured format in which parenting behavior can be observed, investigated and discussed. Although the models overlap at different junctures, there are important differences between each model on at least one given variable. The nine variables act as a kaleidoscope of parenting, rotating and shifting to create new patterns. The seven models represent the most visible or predictable parent models; close consideration of the nine variables (a more subtle rotation in the kaleidoscope) could produce any number of hypothetical models.

Every attempt was made to present the models non-judgmentally. All models have their strengths and weaknesses when taken to an extreme, except perhaps Model 6 which intuitively appears to be the most balanced and least susceptible to extremity. The common denominator for most parents is their love for their children and their sincere desire to be good parents. The extent to which a parent is able to communicate this love and interest to their children, regardless of their particular model, will probably nullify many of the possible negative side effects inherent in any of the models. There are many ways in which a parent and child can communicate this important message of love and support to one another.

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It would seem that the purpose of any reasearch in parenting would be to help parents become aware of all the important assumptions, implicit and explicit, that they have about children and parent. It seems important for parents to see how these assumptions are mutually supportive and intimately connected. Having gone through this kind of self-awareness, parent can actively choose how they may or may not want to modify their model.

VI. CONCLUSIONS AND DISCUSSION

The significant differences in parent beliefs about the nature of adults and the nature of children suggests strong support for parents having a particular notion of "child" that may affect them as parents. The data suggests that parents think children are not simply a population of "little people" with the same variations of goodness and badness as adults, rather that they are in a class by themselves. The pattern of significant differences also suggests that this separation between adults and children is because children are "better." For example, children are believed to be more honest, more happy, more friendly, more trusting, more loving, and more unique, as well as being more productive and intelligent than adults. In contrast, the nature of adults merits being more rational, more slow moving, more conforming, more anti-social, and more self-controlled. Given those differences, it seems reasonable to conclude that if people were to choose which they would rather be, an adult or a child, they might choose the latter.

Interpreting the differences further, the data suggests that becoming an adult involves more losses than gains. It is therefore not surprising that many parents want to protect their children from this process as long as possible. This is all in fitting with the notion of the child as "innocent" and our cultural romance with this. On the other hand, it may be as much a reflection of some negative and ambivalent feelings of the sample regarding people in general. It may not be that children are so great, but that adults are not. Regardless of the particular explanation, adult expectations for children and other adults are likely to be considerably different based on the differences in beliefs about their basic natures. As stated prior, the differences may say more about the sample's beliefs about the nature of adults than the nature of children.

The values portion of the survey provoked considerable comments from respondents, supporting the notion that values are important areas of concern for individuals. One respondent commented, "I appreciate the opportunity to have participated in this questionnaire because it heightened my awareness of my own values and naturally caused me to contemplate the values, goals, and characteristics which I aspire to convey to our child." Many respondents confessed to being "surprised" by their values, remarking on the number of thoughts and discussions stimulated by the questionnaire. Comments like these consistently reflected the personal experience people have when discussing their own values. This importance may be suggested by the relatively small variation in importance and prioritization of the values parents have for themselves and the values parents have for their children.

The few differences in importance of values for children and values for parents demonstrated an increased importance of the values for children. Parents as a group did not hold one value for themselves which they did not want to pass on to their children. It seems that parents want to not only pass on the values they have, but to pass on more of some particular values. For instance, parents appear to want their children to set higher goals than they did for themselves, to be able to tolerate more stress, to be more aggressive, to be more ambitious, to be better able to defend themselves and support themselves, to express anger more openly, to better accept criticism, to have more hobbies, etc. It is also interesting to note that although Value 5, to respect authority, and Value 17, to have a religion, were not high priority values, there was a highly significant difference of importance (increased importance for children) between them on the Likert Scale ratings.

Prioritizing values was reported to be the most difficult task for respondents. With one exception, the top ten values for parents and for children are the same. Regarding the exception, parents seem to be clear about the values they have and receive from being married and parenting, but there is a striking difference between this and their willingness to pass that value on to their children. This could reflect a pessimistic outlook on the future and feasibility of long term relationships. It may also reflect a parental unwillingness to seem "old-fashioned" or too traditional in their goals and values for their children. One cannot help but wonder what it must be like for parents to experience their own apparent personal satisfaction and related importance of this goal, but who also feel apparent discomfort about passing it on to their children. People may confuse having a value and passing it on with having a value and demanding its' acceptance. It is hard to say what differentiates the other nine values (honesty, learning, being yourself, dependability, having a sense of humor, being affectionate, having close friends and understanding the feelings of others) from the value of marrying and having children resulting in the latter receiving the greatest loss in priority.

Other differences that emerged from the prioritization of values reiterated parental desire for their children to be ambitious, to have good manners, to be able to defend themselves, and to have hobbies. On the other hand, prioritization also resulted in a decrease in parents' priority for children to enjoy relaxing and playing, to have a close sexual relationship, to be a good listener, and to make alot of money. Parents seem considerably more comfortable with valuing ambition rather than money, although the two are often one in the same. One parent referred to this difference in the following comment: "The real difficulty is in distinguishing between my values and how my time is actually spent. This (prioritizing) doesn't work because how I spend my time and what impacts me is very different from what I value. For example, money is not a value to me, but supporting my family with advantages is--e.g., travel, education, clothes, etc."

The structured interviews lead to nine variables of parenting which resulted in the development of seven possible parent models of childrearing. The nine variables appear to cover all of the important concerns of the parent-child roles. Manipulation of "scores" along the nine dimensions also results in logical models of parenting as well as hypothesis about those models given changes in certain variables. Although all nine of the variables are important, Adult-Centered, Child-Centered, Information-Centered and Resiliency of the Child seem to be important pivot points. It will be important to consider all nine variables more closely and use them more directly in future research on parent models of childrearing.

The paper and pencil measures of parent beliefs and values provided interesting and useful group data, but using the data to predict individual parent models is unfounded. There are no apparent patterns of profiles which hold true across individuals, although the pattern of any single individual may be useful, supplemental information to other information gathered in the parent interview. There are several possible reasons for the lack of predictable variation in individual profiles on factor scores and individual profiles on parent model variables.

As discussed in an earlier literature review (SEDL, Division of Community and Family Education, Interim Report beliefs and values are presented as structural components of an individual's internal make-up. Their structural nature makes them highly integral to an individual and oftentimes less accessible as general information (subconscious and preconscious rather than conscious). This makes it difficult to translate beliefs and values into paper and pencil format. One can only speculate as to what gets lost in the translation. Also, it may be unrealistic to connect rather discrete individual factor scores with a more global, nebulous construct like a parent model. At this point, it would be premature to say that the theoretical premise is wrong, as the real problem may be with instrumentation. It may be that the paper and pencil instruments collected accurate data, but data which would not predict interview data. Consequently persons with similar profiles of beliefs and values may or may not appear to think and act the same way when evaluated according to self-report, interview data.

Social desirability is a probable source of interference in the reliability and validity of the paper and pencil data. Some parents may be uncomfortable and therefore unwilling to report any beliefs and/or values which they feel may have a negative connotation or be subject to social disapproval. One father noted concern about the purpose of the survey stating, "Surveys are subject to interpretation. It is not clear that our answers will be interpreted as we expressed them." As another example, many parents rated the value "to be popular" very low in importance for themselves or their children, but it is difficult to believe that in fact, parents are not strongly invested in their children being well-liked. This inferred inconsistency may reflect an element of social desirability and the social taboo in wanting to be liked a relatively ignoble aspiration.

The lack of clear association between reported beliefs and values and parent models based on interview data may also be due to the seemingly large conceptual leap from structural components (beliefs and values) to functional components of an individual's personal make-up, the latter being the daily enactment of parent roles. Parents may have many values to which they aspire, but the extent to which they are able to act upon these values may vary greatly. One parent "noticed a contradiction in what I marked as important and what I do in real life." In other words, values reported by parents on paper and pencil instruments may be those which they would like to enact rather than those they actually do enact. The latter may be more accurately reflected in the parent interview where parents report actual behaviors and rationales for behaviors. For example, a parent may have reported having a close, sexual relationship as one of the values they would like to pass on to their children. Although this may have received a higher than average rating on the Inventory of Values Parents Have for Their Children, how the parent actually deals with sexual issues in their parenting role as reflected in the vignettes may suggest that the parent is uncomfortable and even conflicted about how to enact this value. One parent stated that the survey made her "search beyond maintenance (diapers, feeding, etc.) for other ways I parent and teach."

Another factor which may contribute to the apparent lack of association between individual scores on beliefs and values and the interview data may reflect a tendency for parents to report the more abstract, almost "romantic" beliefs and values they hold. Again, these may be the values to which parents aspire rather than enact; "idle reflection" may inspire parents in certain directions which may or may not have anything to do with their daily lives. Also, most parents are strongly invested in the general happiness and well-being of their children and are likely to report those values which they perceive to contribute most to this kind of personal fulfillment for their children, again in a somewhat romantic way. This tendency to be romantic about personal fulfillment may occur more frequently in middle and upper income groups where economic issues are more under control. It would make sense for parents with economic strains to be more focused on financial issues as a source of personal fulfillment and success as opposed to "self-actualization." In the same line of thinking, although most parents may report those more abstract values related to personal happiness and fulfillment, daily activities and interactions between parent and child are not often that lofty.

In the "comments" section of the pilot instrument many parents reported that prior to filling out the questionnaire they had not taken the time to consider what their values really were, particularly the values they hoped to pass on to their children. One parent commented that the survey "helped me see that some of what I want for myself I don't necessarily want for my child. Do I want my child to be 'other-oriented,''job-oriented,' or 'self-oriented?' Maybe some of each is needed?" Another parent stated, "In the day-to-day life we lead one

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tends to forget or take for granted many of the very simple values. Filling it out made me evaluate the most important of the values which apply to my life and those I would like to instill in my children." Their comments strongly suggested the constancy of parenting, resulting in their not having time to reflect on what it is they want to be as parents and what it is they actually do as parents. A related theme was the expressed frustration of trying to pass on values that didn't appear to be supported by society at large. There was a sense of frustration and of fighting a losing battle as parents in the modern age.

Finally, parents may have hidden values and beliefs of which they are unaware. They may also have certain values that take high precedence over other values, reducing those more neglected values to token considerations which sound good but contribute little to their real parenting role. The extent to which a parent may be informed of hidden values or the more precedent values could vary greatly among individuals. All of this would make a difference on parents' reported values and beliefs and those actually acted upon.

The overall response from parents filling out the questionnaires was very positive and direct. The greatest response stemmed from the section on values. Parents were interested in their values, interested in the values they hold for their children, and generally surprised at the difference between the two. The way in which the values portion of the instrument commanded their attention provides indirect support for that approach as a fruitful one for future activities in parent education. Parents simply respond to values, issues, and concerns and it would appear to be a perfect point of intervention with parents.

It was clear also, that parents are not likely to have or take the time necessary for this kind of introspection. The purpose of this approach to parent education would be more in line with values clarification as opposed to changing parents' values. There appears to be evidence that parents' values are not the issue, rather their awareness of them and level of comfort with them appear to be important. From the comments of the respondents, it is not clear if the parents are running their lives or their lives are running them. If the latter is the case, they are likely to have less awareness of and even less implementation of their own personal values.

AREA FOCUS THREE: PARENT EDUCATION PROGRAM RELEVANCE TO CHANGING FAMILY STRUCTURES

I. INTRODUCTION

A. Overview

The rapid changes occurring in our society today have affected all of us, but they have been especially stressful on parents and families. More specifically, the stress from these changes appears to stem from several major sources including the (1) knowledge explosion, (2) job-related pressures, (3) demands for new job skills, (4) press for more human and civil rights, (5) spiraling living costs, (6) instability concerning world situations, (7) rising unemployment, (8) criticism of parenting competence and effectiveness, and (9) changing parenting roles and family structures. Accompanying these stressful factors are both the challenge and upheaval that exists regarding the traditional values, morals, and ethics of our society. These challenges and sources of stress all contribute to concern about the decline or plight of American families and particularly the problems of parenting/child rearing.

There have been attempts to teach parents about their child rearing responsibilities for almost as long as our country has been in existence. Contrary to some of the contemporary notions about the newness of parent education, this instructing of parents is not a recent educational innovation. However, such efforts have had their periods of "highs and lows" throughout our country's history. This is probably attributable to the fact that while parenting has always been valued as an important aspect of our society, it has failed to sustain a consistently high level of emphasis with respect to societal issues.

The growth of parent education's importance has been much more noticeable during the last 15 or so years. At both the national, state and local levels, the increased focus on (1) programs, (2) activities, (3) material/product development, (4) research/evaluation, (5) technical assistance, (6) dissemination, and (7) service involving a wide range of parenting ones has been very noticeable. With respect to policy, new efforts have been made to include various aspects of parent education into the overall programmatic thrusts of many agencies and organizations which serve parents or parenting ones. Such efforts have been based upon the beliefs that parents should be given *more* education, *more* direct involvement/participation, *more* cooperative decision-making opportunities and *more* comprehensive support with respect to their child rearing responsibilities.

Parent education can be described as a comprehensive and complex process which calls for being involved and educated simultaneously. Parent education is *defined* here as: the set of experiences which lead to (1) a base of knowledge and understandings, (2) a set of skills and alternatives, and (3) a state of sensitivity, all of which serve to enhance and make the parenting role more effective and rewarding. Parent education usually covers a wide range of activities and comes in many forms. It is offered by a variety of persons, through an assortment of agencies and with varying degrees of intensity. Some forms of parent education appear to be more effective than others. However, it appears that more needs to be known about parent education effectiveness and relevance in order to better shape policies and develop programs for improving the knowledge, skills, and understanding needed for successful parenting.

Parent education is embedded within many disciplines/organizations. These include medical, dental, mental health, social service, special education, vocational education, adult education, public schools, colleges and universities, to name a few. To get a good grasp of what parent education is, how it works, how effective it is, and what can be done to improve it, is a challenge to those who are providers. The intended target audiences or clients of parent education also are many and varied. No longer can parent education be viewed as activities strictly for mothers. Instead, men, women, and even children from all walks of life are viewed as the targets of parent education efforts regardless of whether they elect to become parents or not.

Recently, there has been a growing concern about the relevance and effectiveness of parent education programs. This concern appears to stem from the increasing complexity of parenting/child rearing and the way parent education programs attempt to deal with it. Some of the more important reasons for the increase in complexity are that (1) parents are children's primary influencers regarding their intellectual, social, motor, and emotional development; (2) parents help prepare children for the entry into the mainstream of adulthood in our society; (3) the varying/changing structure of today's family is placing the role of parenting on new and different "shoulders"; (4) rapid technological progress in our society requires that parents have increased knowledge and skill in order to better filter the information flow to children as they grow and develop; (5) given the increased complex social pressures and stress, more assistance must be provided for parents in helping children (and themselves) cope and deal with their daily lives; (6) with the ever-expanding base of knowledge in the disciplines or subject matter areas, there is a need to understand how use of such knowledge can enhance children's growth and development; (7) parent education is needed in order to assist those who do not or are hesitant to come forth for help concerning their parenting problems and concerns; (8) there is a need to provide opportunities for parenting ones to explore, share ideas, and consider/or try using effective child rearing methods which may be both common to all and/or unique to different socio-economic, ethnic and cultural groups; (9) parent education is needed to help diminish and better deal with child rearing efforts of children having such debilitatng problems as autism, general handicapping conditions, mental retardation, emotional disorders, etc.; and (10) parent education is needed to assist parenting ones in gaining the knowledge and skill necessary for exerting influence on agencies and organizations which develop and implement policies affecting parents and families.

Within each of these statements is a set of additional issues which need to be more specifically addressed. This apparent complexity with respect to child rearing and socialization helps to point out why there is such an important need for parent education programs to be relevant and effective.

B. Problem Statement

The growth and proliferation of parent education programs have become very widespread. This rapid increase presently far exceeds the capability of parent education program policy makers and providers to systematically plan, implement and evaluate such efforts. Concurrent with this growth is the expansion of diversity among the kinds of family structures that are now emerging. It would appear that parent education programs have to be more relevant regarding parent/family needs in a changing society as a means of increasing their overall effectiveness. Therefore, the problem statement was proposed for examination in this area of focus:

How relevant are the activities offered by parent education programs to the parents whose family structures are changing?

C. Definition of Terms

For purposes of this research activity, a parent education program was defined as organized efforts which have activities that employ some systematic use of techniques and strategies for effecting the growth and development of those performing parenting roles. Parents were considered individuals who provide or help provide children with basic nurturance, care, support, protection, guidance and direction. Parenting meant the processes involved with developing and using the knowledge, skills and understandings necessary in planning, procreating, bearing, rearing and caring for children. Socialization was viewed as the process by which knowledge, attitudes, skills and behaviors needed to participate in ways of our society are acquired. Changing family structures referred to those types (kinds) of family situations that are becoming more emergent today, e.g., single (female or male only headed) parent, divorced, remarried and/or foster parent, adoptive parent, surrogate parent, separated parent, and so forth.

II. REVIEW OF LITERATURE

A. Introduction

The focus of this research activity is concentrated on the relevance of parent education program activities to changing family structures. Information synthesized in discussion that follows attempts to capture the major background points regarding parent education program development and the need for a new kind of relevance. This discussion ends with a set of research questions that were examined.

B. Synthesis of Literature

Parent education, although having had a long tradition in our society, only emerged during the last decade or so as an important issue for local, state, and government agencies. Much of this new concern for parent education is reflective of significant changes in family structures which are the result of complex social/economic forces and findings produced about the family's effect on schooling success.

Bjorkland (1977) traced the development of parent education from 1700 to the present and observed that it could be divided into five eras based upon emphasis, scope and organizational patterns of delivery: (1) 1700-1850 - Calvinist-Evangelical Emphasis; (2) 1850-1900 - Continued Moral Virtue Emphasis; (3) 1900-1930 - Child As Subject of Inquiry; (4) 1930-1955 - Parental Self-Understandings and Values; and (5) 1955-present - Family Intervention and Parent Participation.

Auerbach (1960), in attempting to describe the sequence of expansion and shifting in the general goals of parent education, delineated four phases of development: (1) giving parents an increased understanding of children so that they might be better able to guide their optimum development, (2) widening the scope of interest to include an understanding of the parent role, (3) extending the concept of parent education to include self-awareness so that parents could become more thoughtful of their own behavior toward their children, and (4) viewing parent education as not just merely information-giving but rather aiming at increasing the understanding of parents at several levels of learning and through many kinds of educational, but practical, experiences.

While these perspectives appear to indicate that parent education has expanded noticeably and changed emphasis in an organized fashion in the United States, it is not clear how relevant this expansion and change have been to the changing needs of families. Bjorkland (1977) illuminates this uncertainty by suggesting that there are *seven* areas of concern which need to be dealt with as a means of increasing the relevance and effectiveness of parent education in the future: (1) stronger theoretical structure or base, (2) more systematic identification of and information about the inter-disciplinary nature of parent education, (3) better understanding of the implications or assumptions underlying parent education goals and objectives, (4) improved methods of organizing and delivering parent education, (5) more precise selection and implementation of relevant content areas for parent education program activities, (6) better understanding about the characteristics and kinds of training that parent educators need to be effective, and (7) more investigation and documentation of the effects of parent education on its clients. The implication seems to be that there is a need for "more action" and "less talk" with respect to making parent education relevant to the child rearing process for those who plan, implement, and eventually benefit from it.

Becoming or being a parent does not automatically confer upon individuals the knowledge, skills and attitudes for effective guidance of children's growth and development. Even the process of educating persons to become, then be effective as parents is much more complicated than ever before. For many years, parents only needed to be educated to the extent that they could (1) care for children's health and nutritional needs, (2) ensure that children could get along with their peers, and (3) establish the social, moral, and religious "model" for children to follow. However, given the previously mentioned stress conditions that parents and families now face, it seems evident that parents will need new knowledge and skills so as to better cope with our highly advanced and constantly changing society.

There are *several factors* which appear to be obstacles for those who want and/or need to avail themselves of the opportunity to acquire such knowledge and skill in a relevant manner. These include (1) *knowledge* about what is available, (2) the *content appropriateness* of parent education opportunities, (3) *times* at which parent education opportunities are offered, (4) flexible *structures or formats* of parent education activities, (5) the *applicability* of newly-acquired knowledge and skills, (6) lack of *systematic coordination and communication* among providers and beneficiaries of parent education efforts, and (7) *parent and school (teachers, specifically)* cooperation for the improvement of children's success in learning and achievement. It appears that parent education will be relevant and thus effective depending on how well these issues are addressed.

The vocation of parenting is one of the most important in our society. When the old methods become obsolete in most vocations, training programs for new methods quickly appear. Such training helps to generate new knowledge and skills in order for those in need to keep pace with change. However, this does not seem to occur when parenting knowledge and skills are in need of renewal or further development. Unanswered questions still remain with respect to vocational training programs for parenting, changing programs to meet changing needs and programs which base their efforts on the strengths of families rather than weaknesses.

Many parents also need a set of problem-solving and growth-nurturing skills which can serve to decrease their general uneasiness with respect to feeling overwhelmed and powerless in society today. In conjunction with these skills, parents also must possess the capability for fostering the development of children who (1) see themselves and others as worthwhile,

(2) have an eagerness to take part in new experiences, (3) can move into society with skills, attitudes, behaviors, etc., that will help make creative and meaningful use of their lives possible, and (4) have an understanding and willingness to change those conditions which potentially or actually inhibit maximum personal and societal growth. This kind of thinking and action also has to occur within the offerings of parent education programs to help ensure that their goals, objectives, and activities are indeed relevant and useful to parents.

Parent education programs also have to face the issue of length of time required for parents to participate in such programs. Evidence exists which seems to indicate that parent education efforts requiring sustained or long term periods of participation by parents have more impact, although a smaller number of parents are able to stay for the duration. Conversely though, programs of shorter duration have less impact, but there is a tendency for more parents to participate in these programs. Solutions to the aforementioned problem areas of parent education programs are considered as critical to helping increase the relevance of parent education programs.

C. Summary

It appears that the constantly changing nature of our society and how individuals view themselves and their roles with respect to these changes will continue to be difficult issues for parent education programs. One specific but related issue will be the effect such changes have on the structure of families. Traditionally, families are thought of as nuclear entities, i.e., two parents and one or more children. Generally, most organizations and agencies dealing with families tended to gear their efforts toward serving families having this kind of structure. Such an approach would seem to be a contributing factor regarding the problem of irrelevance given that new family structures are now emerging.

In an informal survey (PRIMO, 1979) of parent education programs from the SEDL region, 156 participants were asked to respond to the question, "Which of the following topics are most important as topics for parent education programs?" Among the topics mentioned were, "working mother," "father's role," and "single parents." Each received a 50% or more response rating from among the eight most important parent education program topics identified. This would appear to reflect a concern for the need of parent education programs to be relevant to changing family structures.

Aaronson (1975), Auerbach (1968), Croake and Glover (1977), Auerbach (1960), Gordon (1977), Stephens (1978), Dahlberg and Vander Ven (1977), Carnegie Council on Children (1977), Gilman and Meers (1979), and Comer (1978), Saffron and Ledesma (1978), Barletta, et al (1978) and Lillie and Trohanis (1976) all lend support to the premise that parent education programs must be relevant and responsive to the changing and/or new needs of their clients, especially as changes in new family structures increase. They are quick to point out though that such educational endeavors build upon the strengths of parents and families rather than from a deficit approach.

There appears to be a dearth of information regarding the extent to which parent education programs are offering activities that are relevant to the needs of parents as they experience changes in their family situations. This lack of information would seem to hamper such programmatic efforts as they attempt to deal with these needs. Thus, the research activity for this area of focus will focus on gathering information about the relevance of parent education program offerings to the needs of clients they reportedly serve.

D. Research Questions

Examining parent education program relevance to participant needs raises many important questions to be answered. This research activity will focus on the following questions in an attempt to deal with the issues of program relevance:

1. What are the family type, employment pattern, racial group and income level characteristics of parent education program participants for the region? each state? by types of sponsoring organizations?
2. To what extent are planned parent education program activities related to various types of families for the region? by state? by types of sponsoring organizations?
3. To what extent are planned parent education activities addressing specific parent education topics for the region? by state? by types of sponsoring organizations?
4. What is the match between participant characteristics and topics covered in parent education programs for the region? by state? by types of sponsoring organizations?
5. What are the characteristics of parent education programs in the region? by state? by types of sponsoring organizations?

III. METHODOLOGY

A. Overview

The purpose of this research activity was to determine how relevant were the activities of parent education in this six-state region to the needs of families whose structures are changing. The six states include

Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas. Selected parent education programs were surveyed using a written questionnaire which gathered self-reports of activities in each program.

B. Subjects

The population for this survey was identified using a variety of sources available to Center staff. Among these were (1) a list of parent education programs developed from contacts during Center material development, technical assistance and dissemination activities; (2) a directory of parent education programs published in 1978 by the Region VI, U. S. Office of Education (Dallas); (3) a list of Parent Effectiveness Training Programs in the six-state region; and (4) other state agency listings of parent education programs. These sources were used to compile a list of all parent education programs of any type in the six-state region. The respondents for this study were directors of these parent education programs in the region. The survey questionnaires were mailed to every program in the region providing parent education. These included programs located in federal, state, county, municipal, community, school, church and private settings.

C. Instrumentation

All programs were surveyed using a mailed questionnaire. The questionnaire was developed and pretested with 15 parent education programs in the Austin area. Revisions were made both to the format and content of the instrument. The revised instrument gathered information about the goals and activities offered by each parent education program. In particular, information was gathered to determine whether parent education program activities being offered are relevant to changing family structures.

Part I, *Family Structures*, asked respondents to use a five-point rating scale to indicate the extent to which planned program activities were offered for each of 17 family types. Part II, *Topics in Parent Education*, requested that respondents use the same rating scale to identify the extent to which planned program activities addressed 21 specific topics in parent education through use of the same scale. Part III, *Program Description*, required responses to 17 items which asked about organizational structure, source of funding, target audience, activity length, staffing, fees, goals, evaluation, course times, number of clients served, client dropout reasons and father participation. Part IV, *Participant Description*, asked for client information according to certain categories (e.g., family types, employment, race, income level) and the estimated percent of clients served in each category.

D. *Procedure*

Included in the package of information mailed to respondents were (1) the questionnaire, (2) a cover letter, and (3) a postage paid return envelope. Questionnaire mailout consisted of two phases. In the first phase 470 questionnaires were sent out. A preliminary examination of returns found many were being returned blank. This indicated that many programs either were no longer in operation or were no longer offering parent education as a program component.

To increase the data base, 177 more questionnaires were sent out in phase two. These went to Parent Effectiveness Training, Junior League, American Red Cross, and Louisiana Mental Health Association programs in the region. With the combined phase one and two efforts, a total of 647 questionnaires were mailed.

As a means of improving the response rate, two follow-up strategies were employed. Four weeks after each mailout, a reminder postcard was sent to each nonrespondent. Three weeks after sending reminder postcards, phone call follow-ups were made to nonresponding subjects in each state.

An examination of the questionnaires which were returned blank and unopened indicated that many of the programs originally identified as providing services to parents were no longer doing so. Letters from program directors stated that some programs had lost their continuation funding while others had been victims of agency reorganization efforts. Still other programs were designed to provide services to parents, but had not actually begun operation at the time of the survey. In summary, there were many programs which were correctly identified as parent education programs, but which proved to be ineligible to complete our survey questionnaire. This characteristic of parent education programs in this region suggests that services for parents are vulnerable in an era of reduced funding for social programs.

A cut-off date of September 15, 1980, was set for receiving completed questionnaires, and the coded questionnaires were then sent to data processing. Data analysis began on October 1, 1980 and was completed by October 25.

E. Data Analysis

The analysis procedure for this study is a standard one for survey data. Frequency and percent of response were calculated for each questionnaire item. Because of differences between the types of programs, group data were further partitioned into subgroups (e.g., programs in public schools, programs in hospitals, private programs). Comparisons were then made to see if there were response patterns characteristic of each of the subgroups.

To gain further insights into the configuration of needs, breakdown of responses was performed for each subgroup. Breakdowns were designed to reveal the relationship of a response on any item to specific program characteristics.

The results of the questionnaire are summarized in this final report and, where appropriate, presented in tabular form. The results of the open-ended questions on the questionnaire do not lend themselves to statistical analysis, but were tallied and analyzed for recurring themes or patterns of response. The report material prepared from these items provided information which was useful in interpreting other results.

IV. RESULTS

The survey was mailed to 647 parent education programs (PEPs) in the six-state region. A total of 279 (43.1%) questionnaires were returned. Of the returned questionnaires, 70 (25.1%) were blank or marked "return to sender." The blank questionnaires indicated that parent education programs were no longer in operation, whereas those marked "return to sender" were an indication that the programs had either moved or ceased operation. Of the 577 programs we were able to locate in the region, a total of 209 (36.3%) returned questionnaires were used to provide the results reported in the following section (see Attachment A for copy of Questionnaire).

The results of the data characterize PEP participants region wide and state wide by (1) racial groups, (2) income levels, (3) family types, and (4) employment patterns (Part IV). Survey results also are presented which describe the family types whose issues are most commonly addressed by PEPs in the region and in each state (Part I). Further, results are reported that describe parent education topics which are the focus of most program activities for PEPs in the region and each state (Part II).

Findings are provided which describe organizational characteristics of PEPs both in the region and in each state (Part III).

The primary focus was an analysis of the data regionally. A secondary analysis was conducted by state and by sponsoring agency to examine patterns between and among these data and to compare these results with those of the region as a whole. Results are presented in tabular form with an accompanying discussion of interpretations.

A. Description of PEP Participants in the Region

1. Family Types

Part IV of the questionnaire asked respondents to estimate the percent of clients they served by family types, employment patterns, racial groups, and income levels. A mean was calculated for the total percent of responses for items within each of these groups. Based upon mean percentages, the items were listed (highest to lowest). Table 1 presents a rank order of the various family types which indicates that "Intact parents-first marriage" were reportedly served by more PEPs than any other family type ($\bar{x}\% = 50.14$). "Single parents, divorced" ($\bar{x}\% = 27.81$) was the second most commonly served family type according to PEP respondent reports with "Teenage parents" as a family type being third ($\bar{x}\% = 20.79$). The least served family type appears to be "Adoptive parents" ($\bar{x}\% = 9.02$). Examining the results by state indicates that across states "Intact parents, first marriage" remained the most commonly served family type; there was variation among the states with respect to mean percentage rank of other family types (see Tables 8-13 in Appendix).

2. Employment Patterns

Regional data on employment patterns indicate that "Two parents working" ($\bar{x}\% = 40.97$) was the predominant employment pattern for families

TABLE 1

Mean Percentage Ranking of PEP Clients in the Region by Family Types

	Family Types	Mean Percentage*
c.	Intact parents, 1st marriage	50.14
a.	Single parents, divorced	27.81
h.	Teenage parents	20.79
e.	Parents of handicapped	19.37
d.	Stepparents	19.28
b.	Single parents, never married	17.94
f.	Foster parents	13.39
g.	Adoptive parents	9.02
i.	Other	3.96

TABLE 2

Mean Percentage Ranking of PEP Clients in the Region by Employment Patterns

	Employment Patterns	Mean Percentage*
a.	Two parents working	40.97
b.	One parent working, one parent at home	38.16
c.	Single parent working	27.74
d.	Single parent, not working	17.59
e.	Neither parent working	10.16
f.	One parent with two jobs	9.30

*Scale: 100 90 80 70 60 50 40 30 20 10 1 reportedly served by PEPs (see Table 2). The second most common employment pattern of participants was "One parent working, one parent at home" ($\bar{X}\%$ = 38.16). This was followed by the pattern of "Single parent, working" with a mean percentage of 27.74. "One parent with two jobs" was the pattern reported to be least served ($\bar{X}\%$ = 9.30). State by state results varied slightly from regional results (see Tables 8-13 in Appendix).

3. Racial Groups

When analyzed by racial groups, white participants (59.53 mean percentage) represented a clear majority of participants reportedly served by PEPs in the region (see Table 3). Blacks ($\bar{X}\%$ = 29.91) and Mexican Americans ($\bar{X}\%$ = 23.11) were second and third, respectively. Native Americans were the fourth with respect to those reportedly served by PEPs ($\bar{X}\%$ = 7.20), while Asians were least served ($\bar{X}\%$ = 2.30). State data results followed a similar pattern with respect to white participants served in the region, but varied slightly from state to state according to the ranking of other racial groups served, e.g., Blacks were the largest racial group served in Mississippi (see Tables 8-13 in Appendix).

4. Income Levels

Examining the results by income levels (see Table 4) reveals that most of the participants served were low income ($\bar{X}\%$ = 49.08). Only a slight difference separated the second participant income level most commonly served--Middle ($\bar{X}\%$ = 32.24) and Lower Middle ($\bar{X}\%$ = 31.60) which is listed as third. As expected, given the nature of focus of most PEPs, the Upper Income level was reportedly least served ($\bar{X}\%$ = 7.93). Between states, results vary slightly according to the mean percent ratings from highest to lowest. The state results from Louisiana, Oklahoma, and Texas vary slightly from regional findings whereas Arkansas, Mississippi, and New

TABLE 3

Mean Percentage Ranking of PEP Clients in the Region by Racial Groups

	Racial Groups	$\bar{X}\%$*
e.	White	59.53
c.	Black	29.91
d.	Mexican American	23.11
a.	American Indian	7.20
b.	Asian	2.30

TABLE 4

Mean Percentage Ranking of PEP Clients in the Region by Income Levels

	Income Levels	$\bar{X}\%$*
e.	Low (less than $10,000)	49.08
c.	Middle ($20,000 to $29,000)	32.24
d.	Lower Middle ($10,000 to $19,000)	31.60
b.	Upper Middle ($30,000 to 39,000)	14.52
a.	Upper ($40,000 or more)	7.93

*Scale: 100 90 80 70 60 50 40 30 20 10 1

Mexico results are identical to the region's (see Tables 8-13 in Appendix).

B. Regional Description of PEP Program Activities and Issues of Various Family Types

Respondents were asked to indicate the extent to which their program activities in the past year addressed issues related to various family types listed on the questionnaire (see Attachment A). More specifically, respondents had to indicate on a five-point scale (0 = not a program activity to 4 = planner series of activities) the extent to which activities relevant to each family type were planned parts of the program. A mean score was calculated to describe the level at which activities were planned for each set of issues. Results in Table 5 indicate that more activities were planned for issues regarding "Parents of preschool-age children" than any other family type ($\bar{x}$ 2.97). "Parents of school-age children" ($\bar{x}$ 2.68) and "Families with both parents working" ($\bar{x}$ 2.13) were family types whose issues were the next most commonly addressed. The least amount of activities were planned for issues dealing with the family type of single fathers, without custody of children ($\bar{x}$ 1.00). These patterns of program activities by family types vary somewhat when examining results from individual states. However, the pattern is constant across states with "Parents of preschool-age children" family issues being most addressed and "Single fathers without custody" being the family type whose issues are least addressed as planned program activities (see Tables 14-19 in Appendix).

C. Regional Description of Topics Addressed by PEP Activities

Part II of the questionnaire sought information from respondents regarding the extent to which their program activities addressed a range of topics listed. Respondents were to indicate on a five-point scale (0 = not a program activity to 4 = planned series of activities) to what degree

TABLE 5

Rank Order of Family Types Whose Issues are Most Commonly Addressed by Parent Education Programs Regionwide

	Family Types	Mean*
p.	Parents of preschool-age children	2.97
o.	Parents of school-age children	2.68
h.	Working mothers	2.30
i.	Families with both parents working	2.13
n.	First-time parents	2.07
d.	Single mothers	2.04
m.	Parents of adolescents	2.04
f.	Divorced parents	1.88
e.	Separated parents	1.76
l.	Teenage parents	1.69
g.	Extended families (e.g., grandmother living with family)	1.52
k.	Foster parents	1.42
j.	Parents who adopt	1.34
a.	Stepparents	1.25
b.	Single fathers, with custody	1.18
q.	Surrogate parent families	1.04
c.	Single fathers, without custody	1.00

*Scale: Low 0 1 2 3 4 High

activities were planned for each topic. Findings in Table 6 revealed that the parent education topics most focused on by programs in the region were "Discipline in general" ($\bar{x}$ 3.286) and "Communication skills" ($\bar{x}$ 3.285). They were followed closely by such topics as "Self-Concept" and "Personality of Children" ($\bar{x}$ 3.19), "Behavior Management" ($\bar{x}$ 3.18) and "Parent-Child Home Activities" ($\bar{x}$ 2.98). The topics reportedly least focused upon were "Family Planning" ($\bar{x}$ 1.31), "Family Advocacy" ($\bar{x}$ 1.28) and "Bilingual Education" ($\bar{x}$ .80). Analyzed results of data from each state shows marked varying patterns of the top three topics focused on by PEPs but a much lesser degree of variation of the lowest topics when compared to the regional findings (see Tables 20-25 in Appendix).

D. Program Characteristics of PEPs in the Region

Part III of the questionnaire asked respondents to provide information about several factors which describe PEPs. These included (1) organizational structure, (2) funding source, (3) association with larger organizations, (4) specific target group served, (5) type and frequency of program activities, (6) staffing characteristics, (7) fees charged, (8) program evaluation, (9) availability of babysitting, (10) reasons for enrolling in classes, (11) importance of father participation, (12) reasons participants drop out, and (13) scheduling of courses offered. For the first 11 of these factors, respondents answered either yes or no. Both the percent of responses and the number (n) are reported. For the twelfth factor, the questionnaire provided a four-point scale for responses. In analyzing the response data, the scale choices were assigned the following numerical values: Often - 4; Sometimes - 3; Rarely - 2; and Never - 1. Results for this data are reported in terms of mean response scores.

TABLE 6

Rank Order of Topics Most Focused upon in PEP Program Activities Regionwide

	Topics in Parent Education	Mean*
d.	Discipline in general	3.286
c.	Communication skills	3.285
h.	Self-concept and personality of children	3.19
e.	Behavior management	3.18
m.	Parent-child home activities	2.98
f.	Intellectual development	2.53
j.	Peer influence on children	2.38
u.	Sibling (children in family) rivalry	2.27
p.	Nutrition and foods	2.22
o.	Routine health care	2.13
k.	Sexual role identification	1.89
q.	Children's learning disabilties	1.86
i.	Wife/husband conflicts	1.85
r.	Parenting of handicapped children	1.83
b.	Home management	1.75
t.	Hyperactive children	1.66
l.	Sex education	1.61
n.	Effects of television on children	1.52
a.	Family planning (e.g., birth control)	1.31
s.	Family advocacy (active participation in political matters concerning the family)	1.28
g.	Bilingual education	.80

*Scale: Low 0 1 2 3 4 High

1. Organizational Structure

In terms of PEP organizational structure (see Table 7, Item 1), results show that 61.7% (n = 129) of the programs reported operating within some larger organization. Approximately 28.7% (n = 60) programs described themselves as being independent programs with their own staff. The group least mentioned was PEPs (15.3%, n = 32) with grass roots organization and having little structure.

2. Sources of Funding

Results indicate that the major source of funding (see Table 7, Item 2) for PEPs in the region was federal monies (41.1%, n = 86). At a distant second were those PEPs funded through local, community based and state monies, (31.6%, n = 66 for both). Indications are that PEPs mostly dependent upon donations were least common (12.4%, n = 26). Respondents were asked to indicate what were other soruces of funding for PEPs. The range of written in responses can be found in Attachment B. Most appear to indicate funding from multiple sources, e.g., grants, donations, and fees (n = 51).

3. Association with Larger Organization

The largest number of PEPs (38.3%, n = 80) reportedly are associated with the larger organization--public school systems. Social service agencies (33.5%, n = 70) are the second larger organizations with which PEPs indicate an association. Only 12.9% (n = 27) PEPs indicate that they have no association with larger organizations and operate strictly as an entity unto themselves (see Table 7, Item 3). Listed under the category of "Other" were such organizations as university, health, education service centers, mental health, etc. (see Attachment C). There were 48 responses to this item.

4. Target Group Specific

A majority (51.2%, n = 107) of PEPs in the region indicated that their efforts were directed toward specific target groups. The general categories for target groups mentioned included low income (n = 57), minority (n = 17), abusive parents (n = 11), pregnant adolescents (n = 8) and handicapped parents (n = 14). However, a significant proportion (46.9%, n = 98) responded that activities were not aimed at a more general client population (see Table 7, Item 4). Under the item "Other", respondents mentioned target groups which could be general grouped under the previously mentioned categories. For the range of other responses see Attachment D (n = 120).

5. Program Activities

"Planned class meetings on specific topics" was the type of activity which best describes PEP programming in the region (60.3%, n = 126). Results also indicate that activities which (1) happen on a one-to-one basis between parents and staff (47.8%, n = 100) and (2) happen to be regular meetings with changing topics (42.1%, n = 88) also were frequently used. Periodic meetings with changing topics (23.9%, n = 50) appears to be least descriptive of regional PEP activities (see Table 7, Item 5).

6. Program Staff Descriptions

Findings seem to indicate that most PEP staff instructors/group leaders (67.5%, n = 141) were professionals in child development, social work, psychology, etc. Further, most (46.4%, n = 97) had either a Masters or doctorate degrees while fewer (24.9%, n = 52) were described as lay persons. Results show that 45.9%, n = 95 of the staff persons are full-time in PEPs with 24.9% (n = 52) being described as part-time staff (see Table 7, Item 7).

7. Fee Payment for PEP Courses

Respondents were asked whether or not participants in their PEPs had to pay fees for enrolling in courses. Results reveal that 62.2%, (n = 130) do not have to do so with 32.1% (n = 67) indicating that their participants do indeed have to pay a fee (see Table 7, Item 8). No response was found on the remaining forms.

8. PEP Evaluation

Respondents were asked to indicate the extent to which program evaluation activities, existed in their PEPs. Findings show 51.2% (n = 107) responded that the staff were not trained in evaluation methods. In addition, 56.5% (n = 118) and 49.8% (n = 104), respectively, indicated that neither time nor money was available for evaluation. Approximately 72.7% (n = 152) indicated that informal evaluation occurred at the end of courses with 51.2% (n = 107) responding that participants fill out a standard evaluation form after completing a course. Almost 40.7% (n = 85) reported that evaluation was left to the discretion of course instructors.

Successful application of knowledge and skills gained from PEP courses are usually evaluated after participants return to their parenting situations. An evaluation of this nature should occur sometime after the course ends. However, results indicate that only 16.3% (n = 34) conduct a written follow-up evaluation several weeks after courses end, with 58.4% (n = 122) responding that they do not conduct this kind of evaluation. Findings reveal that a fairly even breakdown occurs when it comes to evaluation being carried out because of funding requirements. Almost 43.1% (n= 90) responded that their funding requires some form of evaluation while 38.3% (n = 80) responded that funding required no evaluation (see Table 7, Item 10).

9. Times at Which PEP Courses are Offered

Respondents were asked to indicate when courses were offered with the choices being (a) mornings, (b) afternoons, (c) evenings, (d) week-ends. One or more choices could be checked according to its appropriateness for their programs. Results show that 75.6% (n = 158) of the PEPs offered evening courses with mornings (53.6%, n =112) being the second most popular time. Afternoons were reportedly almost as popular (48.3%, n = 110) as mornings, whereas weekends (18.7%, n = 39) were the least times at which PEPs courses are offered (see Table 7, Item 11).

10. Availability of Babysitting

Analysis of data regarding babysitting services for parents attending PEP classes in the region (see Table 7, Item 12) found that 39.7% (n = 83) of the respondents indicated such services were available. Conversely, 48.8% (n = 102) indicated that no such services were provided.

11. Approximate Number of Clients Served

Respondents were asked to indicate approximately how many participants their PEPs served in a year. Data results show that the number ranged from 5 to 5500. A total of 154 respondents reported, with the mean number served being 352.04 participants. The data further revealed that an average of 18.99% (n = 110) participants enrolling in PEP courses fail to complete them (see Table 7, Item 13).

12. Reasons for Enrolling in PEP Courses

The survey sought to determine the reasons parents enrolled in PEP courses. Respondents were given nine choices and could check more than one. Results show that 68.9% (n = 144) indicated self-conscious decision to be better parents as the main reason (see Table 7, Item 14). Following closely was the reason of experiencing minor problems at home (67.5%, n = 141). The third most indicated reason (66%, n = 138) was general interest in the topic being covered. Reasons less indicated but ranked relatively close together were: (a) major crisis at home (52.6%, n = 110); (b) school-related issues (50.7%, n = 106); and (c) lack of primary support systems or other networks (47.4%, n = 99). Client participation required to receive some other services was the least indicated reason (20.6%, n = 43).

13. Reasons for Dropping Out of PEP Courses

Respondents were given thirteen (13) choices to indicate reasons why participants drop-out of PEP courses. A four point scale was provided which included Often, Sometimes, Rarely, or Never. A numerical value of 4, 3, 2, and 1 was assigned respectively to each scale response item to facilitate analysis. Results show that the mean percentages for lack of time ($\overline{x}$ 2.79, n = 161) and competing family obligations ($\overline{x}$ 2.75, n = 163) ranked the first and second respectively as most mentioned for dropping out of PEP courses (see Table 7, Item 16). Three other reasons for dropping out which tended to cluster together were: lack of support from other partner, spouse, etc. ($\overline{x}$ = 2.57, n - 158); change in work schedule ($\overline{x}$ = 2.55, n = 161); and loss of interest ($\overline{x}$ = 2.55, n = 160). With somewhat lower mean scores were such dropout reasons as: child care problems

($\bar{x}$ = 2.33, n = 159); shyness ($\bar{x}$ = 2.31, n = 160); and achievement of goals ($\bar{x}$ = 2.21, n = 151). Dropout reasons least mentioned were: materials too sophisticated for participants ($\bar{x}$ = 1.96, n = 159; get answers early and no need to continue ($\bar{x}$ = 1.89, n = 159); materials not sophisticated enough ($\bar{x}$ = 1.72, n = 156); materials not in participants' language ($\bar{x}$ = 1.68, n = 158).

14. Increasing Father PEP Participation

When asked to indicate whether father participation in PEP was important, approximately 90.9% (n = 190) responded Yes. Respondents were then asked to offer ideas and suggestions for increasing father participation in parent education. A total of 128 (61.2%) provided a written response (see Table 7, Item 17). The range of ideas and suggestions will be included in a future report.

15. PEP Courses and Class Meetings

Parent Education courses often consist of several class meetings. Information was sought regarding the number of courses offered at once, the average number of class meetings per course and the average length of class meetings. Results in Table 7, Item 6 show that (a) on the average about two classes ($\bar{x}$ = 2.40) are offered at the same time in programs; (b) approximately five class meetings ($\bar{x}$ = 5.65) are offered for each course; and (c) classes meet on the average of about one hour and eighteen minutes ($\bar{x}$ = 118.02).

16. PEP Program Goals

Respondents were requested to write in their program goals for Item 9 on the questionnaire. When available it was requested that brochures or pamphlets stating program goals be attached. A total of 176 PEPs reported information about goals. See Attachment E for

TABLE 7

Characteristics Which Describe PEPs in the Region

Characteristics	Response Percentage	
	Yes	No
1. Program Organizational Structure		
b. Program operating within larger organization	61.7(129)	23.9(50)
a. Independent program with own staff	28.7(60)*	48.8(102)**
c. Grass roots organization within little structure	15.3(32)	53.6(112)
2. Program Funding		
a. Mostly federal	41.1(86)	29.7(62)**
b. Local, community based	31.6(66)	31.1(65)
c. State	31.6(66)	35.9(75)
f. Other	24.4(51)	
e. Mostly dependent on client fees	21.1(44)	41.6(87)
d. Mostly dependent on donations	12.4(26)	43.5(91)
3. Association with Larger Organizations		
a. Public school system	38.3(80)	35.4(74)**
b. Social service agency	33.5(70)	38.8(81)
g. Other	22.5(47)	
e. Public, non-profit	21.1(44)	44.5(93)
d. Private, profit-making group	20.6(43)	47.8(100)
c. Church/other religious organization	17.2(30)	48.8(102)
f. None, stictly local organization	12.9(27)	48.8(102)
4. Directed Toward Specific Target Group	51.2(107)	46.9(98)
5. Program Activities		
a. Planned class meetings on specific topics	60.3(126)	21.5(45)**
d. Happens on one-to-one basis between parents and staff	47.8(100)	29.7(62)
b. Regular meetings with changing topics	42.1(88)	34.0(71)
c. Periodic meetings with changing topics	23.9(50)	44.5(93)

*( ) = n

**The total yes, no and yes/no percentages do not add up to 100% because respondents checked more than one item in many cases.

Characteristics	Response Percentage	
	Yes	No
7. Staff Instructors/Group Leaders		
b. Most have Masters or Ph.D. degrees	46.4(97)	32.1(67)
a. Most are trained lay persons	24.9(52)	49.3(103)
d. Most are full-time	45.9(95)	25.4(53)
c. Most are part-time	24.9(52)	42.6(89)
e. Most are professionals in child development, social work, psychology, etc.	67.5(141)	15.3(32)
f. Most are trained nurses	4.8(10)	61.2(128)
8. Payment of Fees for Courses	32.1(67)	62.2(130)
10. Program Evaluation		
d. Informal evaluation at end of course	72.7(152)	12.4(26)
e. Standard evaluation form at end of course	51.2(107)	32.1(67)
h. Funding requires some form of evaluation	43.1(90)	38.3(80)
f. Evaluation at instructor discretion	40.7(85)	37.8(79)
a. Staff not trained in evaluation	24.9(52)	51.2(107)
c. No money for evaluation	24.5(51)	49.8(104)
b. No time for program evaluation	17.7(37)	56.5(118)
g. Follow-up written evaluation several weeks after course is over	16.3(34)	58.4(122)

11. When PEP Courses are Offered

Times	Mean
a. evenings	75.6(158)
b. mornings	53.6(112)
c. afternoons	48.3(110)
d. weekends	18.7(39)

	Yes	No
12. Babysitting Services Available to Parents Attending Classes	39.7(83)	48.8(102)

13. Clients Served and Completion of Courses

	Mean
a. Clients served in last year	352.04(154)
b. Percent not completing courses enrolled in	18.99(110)

14. Reasons Clients Enroll in Classes

	Yes	No
c. Self-desire to be better parents	68.9(144)	10.5(22)
a. Minor problems at home	67.5(141)	10.0(44)

Characteristics	Response Percentage	
	Yes	No
14. Reasons Clients Enroll in Classes (Cont.)		
d. General interest in topic covered	66.0(138)	11.0(23)
b. Major crisis at home	52.6(110)	21.1(44)
f. School related issues	50.7(106)	22.5(47)
e. Lack of basic support from others	47.4(99)	23.4(49)
g. To receive some other service	20.6(43)	48.8(102)
h. Other	16.5(34)	

16. Reasons Clients Drop Out of a Course

Reasons	Mean
a. Lack of time	2.79
g. Competing family obligations	2.75
e. Lack of support fromm partner or spouse	2.57
b. Work schedule changes	2.55
d. Loss of interest	2.55
c. Child care problems	2.33
i. Shyness, especially in strange situation	2.31
h. Achievement of goals	2.21
j. Materials too sophisticated for clients	1.96
f. Get all answers in first few sessions and need no more	1.89
k. Materials not sophisticated enough	1.72
l. Materials not in language of clients	1.68

	Yes	No
17. Is Father Participation Important	90.9(190)	1.9(4)

6. Courses Offered

a. Number of courses offered at once: ($\bar{x}$ = 2.40)

b. Average number of class meetings for courses offered: ($\bar{x}$ = 5.65)

c. Length of average class meeting ($\bar{x}$ = 118.02) the listing of various PEP goals submitted by respondents.

17. PEP Descriptions and Demographic Variables

a. Organizational Structure: An analysis of the data was conducted to determine what patterns existed when PEP organizational structure factors were examined by the demographic variables of family types, employment patterns, racial groups and income levels. PEPs that were (a) independent, (b) larger organization associated, and (c) part of informal organization were analyzed by the four demographic variables. Results produced profiles with several similarities and a few differences. Independent PEPs, those part of larger organizations and those part of informal organizations all indicated that "Intact parents, first marriage," was the family type most commonly served (see Tables 26-28 in Appendix). These findings support results presented in Part A-1 of this section. The mean percentage ranking of other family types served varied only slightly from the previously discussed results.

When analyzed by employment patterns, results showed that PEPs which are part of informal organizations and those which are part of larger organizations served more "One parent working, one at home" family types whereas independent PEPs served more "Two parents working" families (see Table 26-28 in Appendix). The latter finding is more consistent with results presented in Part A-2 of this section although "One parent working, one at home" family types ranks a close second based on mean rankings in Part A-2. Analyzing the three organizational structures by racial groups (see Tables 26-28 in Appendix) produced no. differences from the findings reported in Part A-3 of this section. The results of comparing these three organizational structures with income level data revealed that low income participants were the type most commonly served (see Tables 26-28 in Appendix). Lower middle and middle income levels ranked second and third except for PEPs part of larger organizations. These findings were almost identical to those presented in Part A-4 of this section.

b. Funding Sources: Further analyses of the PEP description data were done to examine patterns which emerged when comparing sources of funding mean rankings for the region with family type, employment pattern, racial group and income level rankings. Results from comparing the five funding sources by family types (see Tables 29-33 in Appendix) confirmed earlier findings reported in Part A-1 of this section that "Intact families, first marriage" was the more commonly served family type. There were only slight differences when comparing the mean rankings of other family types with respect to each funding source and those reported for the entire region.

A comparison of the rankings by employment patterns for the entire region and the five funding sources revealed similar findings. Programs funded with federal monies, donations, and client fees ranked "Two parents working" as the employment pattern for most participants served (see Tables 29-33 in Appendix). These results are the same as those of the region discussed in Part A-2 of this section. State and local/community funded PEPs ranked "One parent working, one at home" first. However, this employment pattern of participants was ranked second regionally. The rank order of other participant employment patterns for each type of funding source varied slightly from the regional rankings.

The rankings regarding the ethnicity of PEP participants served in the region according to funding sources were almost the same as regional findings. Differences occured only in the rankings by racial groups for client-fee funded PEPs. In this case, Mexican Americans were second most served with Blacks being third ranked (see Tables 29-33 in Appendix).

Comparing funding source of income level ranking results with regional results show both to be much the same. Programs which were mostly local/community funded differed from regional findings in that middle income participants were the second type of participant most served. Middle income participants ranked third regionally (see Tables 29-33 in Appendix).

c. Sponsoring Organizations: An analysis of data was conducted to compare rankings of family types, employment patterns, racial groups and income level by PEP sponsoring organizations (public schools, social service agencies, church/religious affiliated, private/profit-making groups, public/non-profit making groups, and strictly local based groups). Findings indicate that while both sponsoring organizations and regional data ranked "Intact parents, first marriage" as the family type most commonly served, ranking with respect to other family types were slightly different for each sponsoring organization when compared to regional results.

Comparing the two sets of rankings with respect to participant employment patterns found similarity between the top ranked regional pattern and that for four of the six sponsoring organizations: "Two parents working." Strictly Local and Church/Religious sponsored PEPs ranked "One parent working, one at home" as the top family type served. Differences also were found between the rankings of other family types when comparing regional family type data with sponsoring agency findings.

A comparison of racial groups most served by the various sponsoring organizations to those served by all programs in the region revealed a rank order listing almost identical to each other. The exception was "Private, profit-making groups" which ranked Mexican Americans as the second most commonly served participant group and Blacks third. This ranking was the inverse of the regional and other sponsoring organizations data results (see Tables 34-39 in Appendix).

18. Issues of Family Types by PEP Sponsoring Organizations

Data were analyzed to determine the mean ranking of family types whose issues are most commonly addressed in PEP sponsoring organizations which include: (a) public schools, (b) social service agencies, (c) church/religious groups, (d) private, profit-making groups, (e) public, non-profit making groups and (f) non-associated/strictly local groups. Mean scores were calculated based upon responses on a scale with Low 0 1 2 3 4 High being the range of response choices. Results indicate that "Parents of preschool-aged children" was the family type issue most commonly addressed by five the PEP sponsoring agencies. The exception was "Private, profit-making groups" who indicated "Parents of school-age children" as the family type whose issues they dealt with the most. Rank ordering of mean responses reveal that issues of "Parents of school-age children" were second ranked in three of the PEP sponsoring organizations. "Working mothers" family type issues ranked second in two of the other organizations (see Tables 40-45 in Appendix).

"Single fathers without custody" was the family type whose issues were least addressed according to rankings by PEPs in four of the six sponsoring organizations. In the remaining two organizations, "Surrogate parent family" were the issues least addressed. The family type issue second least dealt with was "Single fathers, with custody," as indicated by PEP rankings in four of the six organizations. Ranking results for other family type issues varied quite differently among the PEP sponsoring organizations (see Tables 40-45 in Appendix).

19. Topic Focus by Sponsoring Organizations

Results from analyses to determine the ranking of topics most frequently focused upon by PEP sponsoring organizations show that "Communications skills" was ranked highest by four of the six sponsoring organizations. "Discipline in general" ranked as the highest topic in public, non-profit PEP sponsoring groups while "Behavior management" was highest ranked topic for PEPs sponsored by social service agencies. Second ranked by four of the six PEP sponsoring organizations was the topic "Self-concept and personality of children" with "Discipline in general" ranked second by the other two organizations.

Based upon results from five of the six PEP sponsoring organizations, "Bilingual education" was the lowest ranked topic whereas "Family advocacy" was lowest ranked by PEPs in public schools. "Family planning" was second lowest ranked also by non-associated, strictly local and private, profit-making organization sponsored PEPs which are social service agency sponsored. Rankings of the remaining topics varied among the PEP sponsoring organizations (see Tables 46-51 in Appendix).

20. Characteristics of PEPs by State and Sponsoring Organizations

a. State PEP characteristics. Results show that in terms of organizational structure, 55.0% or more of state PEPs are programs operating within larger organizations based upon mean response percentages (see Item 1 of Tables 52-57). The second most common organizational structure for state PEPs was those who operate independently with their own staff. Grass roots organization PEPs within little structure were the least common type of program organizational structure found.

The source of monies for state PEPs varied noticeably according to mean response percentage rankings. In four of the six states (Arkansas, Mississippi, New Mexico, Texas) federal funds were the major source of monies; whereas local/community based funds were the major source of monies for Louisiana and Oklahoma PEPs (see Tables 52-57 in Appendix). State funds were the second most indicated source of monies for PEPs in four states (Oklahoma, Mississippi, Louisiana, Arkansas). Local/community based funds ranked as the second source of funds for Texas PEPs with client fees as the second ranked funds source of PEPs in New Mexico. Being highly dependent upon donations was the lowest ranked source of PEP funds in five states (Arkansas, Louisiana, New Mexico, Oklahoma, Texas). Client fees ranked lowest as a source of funds in Mississippi (see Tables 52-57 in Appendix).

For four of the six states (Arkansas, Mississippi, New Mexico, Texas), mean percentage responses indicate that 50% or more of their PEPs have activities directed toward a specific target group. Two states, Louisiana and Oklahoma direct less of their activities toward specific target groups (see Tables 52-57 in Appendix). In five state

PEPs, results indicate that the majority of their program activities are "Planned class meetings on specific topics." For PEPs in Mississippi the other state "Regular meetings with changing topics" is the major type of program activity. The type of program activity least conducted for all states is "Periodic meetings with changing topics" (see Tables 52-57 in Appendix).

Results regarding courses offered indicate that overall for state PEPs, (1) approximately 2-3 courses are offered at one time, (2) the average number of class meetings per course is 5-6, and (3) class meetings average about 1 1/2 - 2 hours in length (see Item 6, Tables 52-57 in Appendix).

More than 60% of the staff in five of the state PEPs were described as "Professionals in child development, social work, psychology, etc." The other state, Mississippi, indicated that most of the PEP staff have master's or doctorate degrees (see Item 7, Tables 52-57 in Appendix). With the exception of Mississippi, the second most common description of state PEP staff is that a majority have "master's or doctorate degrees." In Mississippi, the second ranked description of PEP staff was "trained nurses." The PEP staff type least described in five of the state PEPs was "trained nurses." For the other state (Mississippi), "trained lay persons" was least descriptive of PEP staff (see Item 7, Tables 52-57 in Appendix).

For PEPs in five states, 39% or less of the clients pay fees to take parent education courses with Arkansas having the lowest percentage (x = 17.1%). Approximately 55% of Oklahoma PEPs indicated that clients pay fees for taking parent education courses (see Item 8, Tables 52-57 in Appendix).

In terms of program evaluation, results show that for a majority of PEPs in all states ($\overline{x}$ = 69.0% or more for each state), "Informal evaluation at the end of a course" ranks as the most common type of evaluation activity. "Follow-up written evaluation several weeks after course ends" was the evaluation activity least utilized. Fifty percent (50.0%) or more of the PEPs in four states (Texas, New Mexico, Mississippi, and Arkansas) indicated that their funding source required some form of evaluation. In two states (Oklahoma and Louisiana), evaluation was a funding requirement in less than 36% of the PEPs. Results also show that in a majority of state PEPs there is (1) no money for evaluation, (2) no time for evaluation and (3) staff are not trained in evaluation methods (see Item 10, Tables 52-57 in Appendix).

b. Sponsoring Organizations Characteristics. Data analysis results found that in four PEP sponsoring organizations 61.7% or more of the programs "Operated within a larger organization." For private, profit-making sponsored PEPs, "Independent program with own staff" was the organizational structure most prevalent ($\overline{X}$% - 37.2). "Independent program within a larger organization" was the major organizational structure of most PEPs that are non-associated, strictly local organization with little bureaucratic structure" (see Item 1, Tables 58-63 in Appendix).

In three of the types of sponsoring organizations, federal funds was the major source of monies for most PEPs. Two sponsoring organizations received PEP funding mostly from client fees while one sponsoring organization's PEPs were funded mainly from local-community based sources. Dependency mostly on donations was the source of funds least reported by five PEP sponsoring organizations, whereas one (public, non-profit group sponsored) indicated that the lowest source of PEP funds came from client fees (see Item 2, Tables 50-63 in Appendix).

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A majority of PEPs in four of the sponsoring organizations indicate that their activities are directed to a specific target group, whereas most activities are less target group directed in a majority of PEPs for the two other sponsoring organizations (see Item 4, Tables 58-63 in Appendix).

A majority of the program activities in organizational sponsored PEPs (four out of six) were "planned meetings on specific topics" based upon data results. In social service agency sponsored and non-associated, strictly local organization PEPs, most indicated the prevalent type of activity was "Happens on a one-to-one basis between parents and staff." Findings show that the least common program activity for most PEPs in the six sponsoring organizations was "Periodic meetings with changing topics" (see Item 5, Tables 58-63 in Appendix).

Results reveal that four courses offered in PEPs sponsored by organizations (1) approximately 2-3 courses are offered at one time, (2) four to eight class meetings per course are held, and (3) the average length of class meetings ranged from about 1 1/2 to 2 1/2 hours (see Item 6, Tables 58-63 in Appendix).

More than 50% of the PEP staff in each type of sponsoring organization are "Professionals in child development social work, psychology, etc." The second most common characteristic of most PEP staff was "having a master's or doctorate degree" (in five of the six sponsoring organizations). "Trained nurses" was the least common characteristic for most organizational sponsored PEP staff.

Most clients in organization-sponsored PEPs do not have to pay fees for parent education courses (31$ or less in four of six organizations). However, a majority of clients (74.4%) in Private, Profit-Making sponsored PEPs do pay fees as do about one-half (47.2%) of the clients in Church/Religious group sponsored PEPs (see Item 8, Tables 58-63).

Program evaluation results indicate that for most organization sponsored PEPs, "Informal evaluation at the end of a course" was the major kind of evaluation activity ($\bar{x}$ = 66.7% or more PEPs in five of six organizations). In Private, profit-making organization sponsored PEPs, results found that "Standard evaluation form at the end of a course" was the most reported type of program evaluation (72.1%). In all organization sponsored PEPs, 50.0% or less reported that their funding source required some form of evaluation. With respect to other aspects of evaluation, results indicate that most PEPs in each type of sponsoring organization have (1) few trained evaluation staff persons, (2) little or no time for such activities, and (3) no funds set aside to conduct assessment of programs (see Item 10, Tables 58-63 in Appendix).

Summary

Results of survey data analyses were presented regarding (1) the region, (2) the individual states, and (3) PEP sponsoring organizations. Major factors in the analyses included demographic variables, topic foci, family issues addressed and PEP characteristics. Means and mean percentages of responses in tabular formats were used to describe data findings. A ranking ordering of these findings were presented to determine the level of importance for each data set. The following section will provide a discussion of the findings and is followed by a section on conclusions and recommendations.

V. DISCUSSION

Survey's results discussed in this section pertain to the extent to which PEPs are serving the needs of parents whose family structures are changing. Similarities and differences of the results will be highlighted in the discussion including relevant findings from regional, state, and PEP sponsoring organizations.

A. Clients Served by Family Types

Results when analyzed regionally then broken down by state, funding sources, and sponsoring organizations indicate that the family type of most clients served by PEPs was "Intact parents, first marriage." A major purpose of the survey was to determine to what extent PEPs were serving parents with changing family structures (e.g., single parent, divorced, remarried, foster, adoptive, etc.). Intact parent, first marriage families tend to dominate family types in this region (CENTER Interim Report, February 1980) and appear to be the major family type nationwide. Evidence relating to the question posed was found in results which indicate "Single parents, divorced" as the second most common family type served by PEPs regionally. In Texas, Oklahoma and New Mexico, this family type was the second most common type served while it ranked third in the other three states. These trends were basically the same when results by sponsoring organization and funding sources were examined. These findings appear to indicate that PEPs area dealing with parents who represent one type of changing family structure. Even though "Single parents, divorced" families were ranked second or third to "Intact parents, first marriage," a significant number of PEPs report them as clients. This offers further support that such parents needs are being served. Significant efforts by PEPs to serve other types of parents in changing family structures are not evident from the data.

B. Clients Served by Employment Patterns

Results indicated that "Two parents working" families was the employment pattern most descriptive of clients served. Ranked second was the pattern of "One parent working, one at home." The former finding appears to support the trend of more mothers returning to the work force while the latter is more typical of traditional family employment patterns in the nation. Of more interest are the third and fourth-ranked family patterns regionally which vary slightly when examined by state, sponsoring organizations and funding sources. Both "Single parent working" and "Single parent not working," as employment patterns, are indicative of changing family structures. Although families with these kinds of employment patterns apparently are served less by PEPs when compared to the more traditional ones, the mean ranking variation of client employment patterns according to state, sponsoring organizations and funding sources indicates that more parents in such changing family structures are receiving PEP services.

C. Clients Served by Racial Groups

Census figures (CENTER Interim Report, February 1980) indicate that Whites represent the largest percentage of the region's population. Results found that Whites are the largest client group for PEPs regionally, statewide, by sponsoring organizations and by funding sources. Blacks, the second most populace racial group in the region, are correspondingly the seconnd most client racial group served except in (1) New Mexico, (2) Private, profit making sponsored PEPs and (3) PEPs supported mostly by client fees. In each of these categories, Mexican Americans are the second most served client group. In all other instances, Mexican Americans rank as the third most frequently served racial group. These findings tend to support population trends found in the region and states individually. Mean rankings indicate that more Blacks and Mexican American clients are served in PEPs mostly dependent upon federal funds. Mexican Americans are least served by PEPs dependent mostly on donations whereas PEPs with funding mostly from client fees serve the least number of Black clients. The results were not interpreted with respect to causality regarding these findings. In terms of PEP sponsoring organizations, more Blacks were served by those associated with public schools with the fewest served by PEPs associated with private profit groups. Mexican Americans also were more served by public school PEPs but least served by church/religious group affiliated PEPs.

D. Clients Served by Income Level

PEPs regionally, by state, by sponsoring organizations and by funding sources all serve more low income level clients than clients in any other of the four levels. This pattern varies by state, sponsoring organization and funding sources with respect to the rankings for other income levels of clients served. Lower middle income clients were second ranked for all states except Oklahoma and Texas. Middle income clients were most served by PEPs in Louisiana, but generally ranked third in other states.

According to funding sources, lower middle income clients were the second most served group except for those mostly local/community funded where middle income clients were served most. By sponsoring organizations, mean rankings indicate that three served middle income PEP clients second most. While the remaining three served lower middle PEP clients second most. It would appear that low income clients receive most of the services provided by PEPs. While causality was not addressed, the deficit model issue could be raised or at least the question as to whether PEP providers perceived that low income clients need more parent education services due to their SES status. Results do not offer insights to this question as presented and the issue is somewhat tempered by the overall indication that a significant number of middle income clients are being served by PEPs. While no one factor seems clearly attributable to this finding, it would appear that an increase in two parent working families may be an important consideration. The same may also hold true for lower-middle income PEP clients.

E. Family Type Issues PEPs Address

Findings reveal that the top three family issues most commonly addressed by PEPs generally were ranked as follows: (1) "Parents of preschool-age children"; (2) "Parents of school-age children"; and (3) "Working mothers." Since most parent education efforts began at the preschool level, results appear to indicate that PEP issues relating to family types with children of that age are still prevalent. Indications that parent education has spread noticeably into public schools was shown by results which found more PEPs being public school associated than any other type of sponsoring organizations. Further evidence of PEP popularity at the public school level was revealed by the fact that issues of school-age children's parents were those second most commonly dealt with by PEPs. Families with working mothers, while tending to be more common among low income and minority groups, is a type of emerging family structure. From results, it appears that PEPs are addressing the issues of this family type whose growth is mainly attributable to the increasing number of mothers returning to the work force.

Louisiana was the only state which ranked "Parents of school-age children" as being first among issues most PEPs address. Part of the emphasis on this family type rather than on parents of preschool-age children may be explained by the fact that Louisiana public schools do not have mandatory kindergarten. Thus, a focus on preschool education does not seem apparent. In addition, federal monies which have been the main source of most parent education, such funds support the least number of PEP activities in Louisiana. This funding source has been the forerunner of most large-scale preschool education efforts. Thus, low federal funding and non-mandated preschool education may account for more of a focus on school-age children's parent issues in Louisiana. Further, preschool education appears to be a more recent phenomenon in the state with parent education at that level basically supported by state and local funds. However, the majority of PEPs in the state are associated with public schools.

Private, profit-making PEPs reported that more of their efforts were directed toward issues of families with parents having school-age children. All other sponsoring organizations reported dealing with issues of families with parents with preschool-age children. This was similar to regional and state results overall. The findings were not clear as to why issues of family types that private, profit-making associated PEPs indicated as being dealt with differed from the other sponsoring organizations. In terms of issues for families who structures are changing, they appear to be low priority based upon mean rankings regionally, by state and by sponsoring organizations.

F. PEP Topics Most Focused Upon

Discipline with respect to children of all ages has traditionally been a concern of parents and school staff. Evidence that discipline is still a concern was found in results which indicate "Discipline" along with "Communication skills" as the highest ranked topics that most PEPs focus upon. "Behavior management" which is discipline related and "Children's self-concept and personality" were the next highest ranked topics of PEP focus. "Communication skills" was the highest ranked topic focus in three of the six sponsoring organizations and three of the six states. It would appear that there is a major concern about parents and children communicating more effectively. The findings also may imply that parent-parent and parent-school staff communications are of concern.

Parent-child home activities was the highest ranked topic of focus by Mississippi PEPs. Results were not clear with respect to the reasons for this topic being ranked first. Overall, family planning and family advocacy were the topics least focused upon. This varied somewhat by sponsoring organizations and by state. Family planning which among other things deals with birth control appears to be mostly unplanned or never dealt with as a PEP topic. This is an interesting findings especially since a majority of the PEP clients are low income parents. Perhaps it reflects what may be a growing mood that low income family intervention of this sort is becoming less desirable. Family advocacy which related to participation in political matters appears not to be a topic of concern for PEPs. The focus seems more on strengthening the family as a unit and less on members as they move out of the "family circle" as individuals into society. Perhaps well-trained parents as advocates are viewed as a threat to existing PEP structures. While the results are not explicit with respect to these notions, the issues raised are not new.

Results of topics focused upon by PEPs regionally, by state and by funding organizations do not explicitly indicate an association with families whose structures are changing. The highest ranked topics could be the focus of any family type. Thus, topic-wise, PEPs implicitly appear to be addressing the needs of families with changing structures.

G. Characteristics of PEPs

1. Organizational Structure. Results indicate that regionally, by states and by sponsoring organizations a majority of PEPs operate within some larger organization. It would appear then that most PEPs are typically integral to some larger organizational structure and possibly implies a more comprehensive approach to dealing with family matters. Slightly more than one third of the PEPs are independent programs having their own staff. This percentage varies slightly among states and sponsoring organizations. Findings indicate that to a much lesser degree, there are PEPs which operate independently in their attempts to serve parents and families. The least type of structure found was that of PEPs being grass roots organization with little bureaucratic structure. It would appear that while these PEP organizational structures might be least operative, they may indeed serve the function of reaching parents and families which larger organizational PEPs often overlook or fail to reach. Thus, while PEPs within larger organizational structures are more evident and may be more comprehensive in nature, those having other organizational structures appear to be important also in that they tend to broaden the range and number of family structures served.

2. Funding Sources. With respect to funding, federal monies are the major source of support for most PEPs whether regionally, by states or by sponsoring organizations. This appears to be not uncharacteristic of most PEP funding sources since the impetus and growth of parent education on a large scale basis was initiated at the federal level. Regionally, there appears to be just as much funding support for PEPs from local/community based sources as there is from state sources. The results vary somewhat when examined by states and sponsoring organizations. In two states

(Louisiana and Oklahoma), most PEP funding support reportedly comes from local/community-based sources while the other four states tend to follow regional results. Further, state funds were the second-ranked funding source for PEPs in Louisiana and Oklahoma. The results are not clear as to why such differences occur.

There appears to be more of a relationship between variations found in sponsoring organizations results. Both church/religious group and private, profit-making group PEPs ranked client fees as their major source of funds. Since neither group usually has ready access to or qualifies for federal and state funds, clients fees appears to be the source of funds they would solicit. These PEPs also tend to deal with a more select group of parents, making client fees all the more appropriate as a funding source. PEPs which are of the non-associated, strictly local organization group, as would be expected, receive most of their funds from local/community based sources. Results with respect to PEP sources of funds tend to be indicative of the organizational structure within which each type of PEPs operate. Donations were reported to be the lowest ranked source of funds for PEPs regionally, by state and by sponsoring organization. Thus, it appears that while PEP funding generally stems from federal, state and local/community based sources, it may vary for certain types of sponsoring organizations and the pecularities of a state.

3. Target Group Focus. The extent to which PEP activities are directed toward specific target groups varies according to the results presented in Tables 7, 52-63. Overall, it appears that most PEP efforts are specific target group directed, but noticeable differences occur, based upon mean responses percentages, when examining state and sponsoring organization results. Oklahoma and Louisiana PEPs are least directed toward specific target group whereas a large majority of Mississippi PEPs

are for specific target groups ($\bar{x}$ = 83.3%). Low income participants appear to be the most mentioned PEP target group. Thus, while the range of groups targeted for PEPs varies as does the mean percentage by state and sponsoring organizations, most PEPs are being established to serve some specific audience of participants.

4. Types of Activities. PEPs were asked to describe the kinds of activities most frequently conducted. Results clearly show that, overall, a "Planned series meetings on specific topics" was the most commonly described PEP activity based on mean rankings. The ranking varied somewhat when results among states and sponsoring organizations were examined. In social service agency and non-associated strictly, activities which "Happen on a one-to-one basis between parent and staff" were top-ranked. This would appear to reflect a more client-oriented apporoach to PEP for these sponsoring organizations. In Mississippi, "Regular meetings with changing topics" was the most frequent kind of PEP activity reported. Results do not indicate what the reasons might be for this difference in rankings. In general, it appears as though most PEPs offer activities which are planned and sequenced according to topics. Further, since "Happens on a one-to-one basis" was the second most frequently ranked PEP activity, this seems to indicate that there is more of an attempt by PEPs to make their offerings relevant to the individual needs of clients served. Thus, topic-specific, planned in a series, and individualized appear to be the more prominent characteristics for the kinds of PEP activities offered. "Periodic meetings with changing topics" (lowest ranked overall) appears to be the type of PEP activity least offered. Such activities appear to lack the characteristics of those more frequently reported PEP activity offerings.

5. Program Courses and Meeings. Most PEPs tend to offer at least two or three courses at the same time. This would appear to indicate that

PEPs are attempting to serve a variety of participant needs. The average number of class meetings for courses offered is approximately five to six. This seems to indicate that maybe PEPs are moving away from "one shot" efforts and moreso towards efforts of more quality and substance with respect to courses offered. On the average, it appears that class meetings last for about two hours each. This finding varies among individual states and sponsoring organizations. Among sponsoring organizations, the private, profit-making average length of class meetings was more the 2 1/2 hours. By state, only Louisiana came close to this average length. The overall finding (approximately 2 hours for class meetings) tends to confirm earlier results from SEDL's Early Childhood Program (Final Report, 1976 and 1977) that parents and program staff preferred parent education meetings which ranged from 1 1/2 to 2 hours in length.

6. PEP Staff. A majority of PEP staff persons are characterized as being professionally trained persons with graduate degrees. Child development, social work, psychology, etc., appear to be the specialization areas of staff persons who for the most part also hold Master's or doctorate degrees. Public school associated PEPs appear to have the largest percentage of graduate staff, whereas church/religious group PEPs have the least percent of staff with advanced degrees. Generally, there are more degree persons in public schools as a sponsoring organization when compared to others in the study. Conversely, church/religious group educational efforts tend to be less staffed with persons having advance degrees. Lay persons are more likely to be the type of persons who staff church/-religious group educational efforts which was the finding in this study. The second most indicated type of staff persons found in church/religious group PEPs was lay persons ($\overline{x}$ = 41.7).

Trained nurses was the least ranked staff characteristic for regional, sponsoring organizations in the states, except Mississippi. Here, there were significantly more trained nurses who are part of PEP staffs than trained lay persons.

For the region, most PEP staff persons were reported to be full-time employees. This finding varied somewhat when sponsoring organization results were examined. Full-time staff persons were characteristic of most Public school, Social service agency and Public, nonprofit group sponsored PEPs. However, more part-time staff were reported for Church/religious group, Private, profit-making group and Non-associated, strictly local organization sponsored PEPs. These groups would appear unable to bear the more extensive payroll, overhead, and other costs for maintaining large full-time PEP staff. Thus, as the results indicate, such PEP staff are more likely to be part-time. In addition, it is possible that many staff in these kinds of PEPs might have home, career/vocational or civic interests to occupy other portions of their available time.

7. PEP Fees for Courses. When queried about whether clients have to pay a fee for taking a parent education course, a majority of PEPs indicated that fees were not charged. This finding did not hold true for Church/religious and Private, profit-making PEPs where a majority reported that client fees are charged to take parent education courses. It would appear that without the more varied funding base that other organizational sponsored PEPs seem to have, client fees represent an important source of income for Church and Private, for profit PEPs. In only one state, Oklahoma, did most PEPs report that fees were charged to clients for taking parent education courses. Results did not indicate the reasons for this occurrence. Thus, it would appear that both the

organizational base and the range of available funding sources are key determinants as to whether PEPs charge clients for taking courses.

8. PEP Evaluation. Program evaluation is usually perceived as an important aspect of most educational programs. It is a means of informing providers and participants about how effective various activities are in providing knowledge, skills, attitudes, etc. PEPs stand to benefit from such efforts as would any other type of program. Based upon the results, it would appear that most PEPs reportedly conduct some type of evaluation activity. A majority of PEPs do an "informal evaluation by gathering feedback from participants at the end of a course." This pattern holds true when examining results from sponsoring organizations with the exception of Private, profit-making PEPs. For these PEPs, a "standard form filled out by all participants after completing a course" was the highest ranked evaluation activity. Results are not clear with respect to this exception. Among the state PEPs, results were identical to the regional findings.

"Follow-up written evaluations conducted several weeks after a course has ended" was the lowest ranked form of PEP evaluation utilized. It would appear that, based upon this finding, PEPs generally do not know what impact or value learnings from a course have for parents once they return to the parenting situation (usually at home). Lacking such data appears to leave a void with respect to determining the overall effectiveness of PEP activities. This seems to be very important data that PEPs need. Conducting PEP evaluation activities overall, appears to be complicated by three factors: (1) no time, (2) no money, and (3) few staff trained in evaluation methods. These are perceived as serious problems for PEP evaluation efforts in an immediate sense and, in the long term, as detractors from enhancing their effectiveness. Efforts should be initiated to correct these apparent weaknesses.

9. PEP Class Enrollment Reasons. Based upon mean rankings, "Self-desire to be better parents," "Minor problems at home," and "General interest in the topic being covered" were the three top reasons for PEP clients enrolling in classes. These three topics were very closely ranked mean percentage-wise (see Table 7, Item 14). It would appear that parents see a need for improving their parenting skills and avail themselves of the opportunities when offered. Further, it seems as though more parents having minor family problems at home are reaching out for help through PEPs. This appears to be a trend away from keeping family problems within the unit itself or limiting acknowledgement of them only to the close networks families typically use. The next three highest ranked reasons for enrolling in PEP courses provide useful insights also. Parents experiencing major problems at home appear to be turning to external sources for assistance. Of particular interest is the enrollment reason regarding "School-related issues." Part of this is explained by the fact that a majority of the PEPs are school-based. In addition, this finding appears to reflect the growing interest on the part of parents in (1) children's school success, and (2) parents participation in school matters. "Lack of support from spouse and others" is a reason warranting further attention. Previously, getting parents to acknowledge such problems existed was extremely difficult for PEPs. Although these reasons are those from the perspective of PEP staff, they appear to represent indication of issues which needed to be dealt with but heretofore, were difficult to get out in the open from parents. From these findings,

it seems as though PEPs are becoming more relevant with respect to important parent concerns that are surfacing. Finally, it would appear that more parents are turning to PEPs for actual assistance rather than as a means to other services. The low ranking ($\bar{x}$ = 20.6) of the reason "To receive some other services" appears to be support of this.

10. PEP Course Dropout Reasons. The five top reasons PEPs indicate for parents dropping courses are somewhat closely ranked (see Table 7, Item 16). "Lack of time" and "Competing family obligations" which represent impingements upon time which may be available for parents to take PEP courses are interrelated to a certain extent. With the increased number of mothers returning to the work force, of other parents working extra jobs, of time to maintain the home, and of children's activities external to the home, participation in PEP courses by parents is further complicated. "Work schedule changes" are usually not controlled by parents, but appear to disrupt plans to enroll in PEP courses or complete those that have been started.

In order to help sustain enrollment in PEP courses, participating parents need support from those close to them. When such support is not there, this appears to be a contributing factor in the decision to drop a course. Perhaps PEP attention should be directed toward helping the non-participating partner or spouse of the enrollee understand the nature and importance of courses to both parents and the family as a whole. "Loss of interest," as a dropout reason, appears to have implications for the relevance and usefulness of PEP course offerings. Although fifth-highest ranked, this reason for dropping courses tends to get at the main focus of this study. Relevance of PEP activities would appear to be a most important consideration in attracting enrollees for courses and maintaining their participation once enrolled. It would appear that PEPs need to give more attention to increasing the relevance and meaning of PEP courses as a move toward decreasing enrollee dropout. A major problem of previous PEP courses involved the use of materials too simplistic or complex content-wise and those at a language level unsuitable for participants (SEDL ECP Final Report 1976 and 1977). Mean rankings appear to indicate that such problems are being reduced and have, thereby, reduced these as reasons enrollees drop out of courses. PEPs need to continue efforts which help eliminate dropouts from courses and, in turn, enhance the probability of increasing course completion.

11. Other Characteristics. Overwhelmingly, PEPs indicated that participation of fathers in their programs was important. This has been a thorny issue for PEPs historically, although efforts have been made to deal with the issue. Both economic and family instability seem to be emerging as new roadblocks to more father participation. Offering more babysitting services which are lacking noticeably in most PEPs (see Table 7, Item 12) may be part of the solution. But resolution of other problems which tend to prevent father participation appear to be out of the purview of PEPs. With more mothers working, PEP participation could be further reduced. Weekends do not seem to be appropriate as most PEPs indicate (see Table 7) and afternoon or evening time, the most popular now, may be less available in the future. Perhaps a more viable alternative lay with the work place. Possibilities could be explored with respect to exporting PEP to job sites where employers set aside time for workers to participate. While not enabling both parents to participate simultaneously in PEP activities, it might allow more to take part, especially fathers, than are at present.

Summary

This discussion has attempted to provide further insight to the meaning of results from the survey. Generally, the results indicate that PEP activities still serve more parents in traditional family structures but that the issues and concerns of those in changing family structures appear to be increasingly more a part of such efforts. As the findings seem to indicate, additional analyses could produce results that further describe PEP activities in the region. Such analyses are not contemplated as time allows. In Section VI which follows, conclusions and recommendations based upon results and discussion thereof will be presented.

VI. CONCLUSIONS AND RECOMMENDATIONS

The study surveyed 577 Parent Education Programs (PEPs) in a six-state region to determine the extent to which such programs were serving families whose structures are changing. Responses were received from 279 PEPs and of that total 70 were unusable. This left a total of 209 questionnaires from which data were extracted, analyzed and reported on in the previous sections.

Results and discussions thereof attempted to characterize findings which described PEPs from the perspective of the region as a whole, each state in the region, and sponsoring organizations. In addition, results were discussed regarding demographic variables which described the clients PEPs serve. Finally, discussion of results describing certain characteristics of PEPs were presented. This section will briefly summarize the findings, then present conclusions and recommendations based upon indications from the results.

A majority of the clients served by PEPs in the region were parents living together and still in their first marriage. This group was followed by "Single parents, divorced," "Teenage parents," and "Parents of the handicapped" respectively, as the most common family types served by PEPs. A majority of the clients PEPs served were of the "Two parent working families" employment pattern. Ranked closely behind were clients from families whose employment patterns were described as being "one parent working and one at home" and "Single parent, working." The racial group breakdown of clients served by PEPs tends to follow national and regional trends. Whites were highest ranked by PEPs as the racial group that PEPs serve most often with Blacks ranking second and Mexican Americans third.

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Not surprising was the finding that a majority of PEPs served clients who were mostly in the low income group. However, it was interesting to observe that PEPs tended to serve more middle income clients (second-ranked) than those in the lower middle income group which was third-ranked.

The top-ranked family types whose issues results indicate are more commonly addressed by most PEPs include first -- "Parents of preschool-age children," second -- "Parents of school-age children," third -- "Working mothers," and fourth -- "Families with both parents working." Indications from results reveal that the topics which are the focus of most PEPs were ranked as follows: (1) Discipline in general and communication skills (virtually tied for first); (2) Self-concept and personality of children; (3) Behavior management (interpreted as being related to Item 1); and (4) Parent-child home activities.

When results regarding these demographic variables were examined by states and by sponsoring organizatoins, the top ranked findings generally remained the same as regional results. However, there were instances of noticeable differences among the mean rankings of other variables.

Typically, most PEPs can be characterized by the following statements. First, the predominant organizational structure they have can be described as being part of some larger framework or structure. Second, most funding for PEPs comes from federal sources with exceptions relating to the kind of sponsoring organization. Third, PEPs targeted more of their activities toward a specific group with low income participants most commonly mentioned as that specific target audience. Fourth, the major type of activity that PEPs conduct can be described as being "Planned series of meetings which focus on specific topics." The second most mentioned PEP activity was the kind which "Happen on a one-to-one basis between parents and staff." *Fifth*, usually more than one parent education course is offered concurrently and has five to six class meetings that last on the average of two hours each.

Sixth, most PEP staff are (1) professionals with advanced degrees in specific but related areas, and (2) work as full-time PEP employees. *Seventh*, a majority of PEPs do not charge clients a fee for taking parent education courses. *Eighth*, some form of evaluation is conducted by most PEPs with "Informal evaluation through gathering feedback from participants at the end of a course" being the most commonly reported evaluation activity. *Ninth*, the reason most participants enroll in PEP classes is a desire on their part to be better parents. "Experiencing minor problems at home" and having a "general interest in the PEP topics being covered" were the next most mentioned reasons for PEP course enrollment. *Tenth*, the major reason which causes parents to drop out of PEP classes is a lack of time to continue their participation. In addition, "Competing family obligations" and "Work schedule changes" were important contributors to participant dropout from PEP courses. *Finally*, father participation is woefully lacking in PEPs, but overwhelmingly deemed to be important. While these characteristics more generally describe PEPs based upon analyses of results, some variation of descriptions exist when examining the data more closely by state and by sponsoring organizations.

Given this synopsis of the survey's results, the following conclusions are offered with respect to how PEPs are serving the families whose structures are changing in the SEDL six-state region. *First*, the family type that a majority of PEPs in the region serve is more like the traditional American family (intact and first marriage) rather than some of the more contemporary types whose numbers are increasing noticeable (e.g., remarried, adoptive, single parent, never married, etc.). However, there appears to be some indication that a change is occurring with respect to PEPs serving these types of families. Evidence of this can be seen in the finding that "Single parents, divorced," a growing trend among family types today, was the type of family second most served by PEPs. This finding generally held true in each state and sponsoring organization.

Second, it is concluded that most PEP clients have employment patterns which typify those often used to describe working families. Families with both parents working (top-ranked) can be generally described as an emergent employment pattern although the phenomenon has existed quite a while for certain portions of low to middle SES and minority groups. A contributing factor to the increase in this pattern is the economic pressure and/or strain which practically all Americans are feeling presently. PEP clients from families which have a "Working single parent" were third most served and appear similar in description to the "Single parent, divorced" group, ranked second in terms of family types served. Thus, additional evidence is offered to support the conclusion that PEPs are beginning to serve families whose structures are changing.

Third, results are very conclusive that the proportion of racial groups most PEPs serve tend to be related to general population trends in the region. While in certain states and sponsoring organizations these trends vary, ethnic breakdowns of PEP clients served percentage-wise are very similar to patterns found in census data for the region. Fourth, PEPs serve clients who are mostly from low-income groups with middle-income clients, as those second most served. Results lead to the conclusion that a combination of factors, though not clearly discernable, are causing PEPs in the region to attract and serve more poor clients (low income) and a noticeable increasing number of middle income clients.

In terms of family type issues PEPs address, the fifth conclusion is that preschool-age children's parents are the major focus of PEP efforts whereas issues of parents with school-age children are increasingly being addressed by PEPs that indicate a shift "upward" in terms of parent education's focus. Sixth, it is concluded that discipline problems are still of major concern to parents as indicated by it being one of the two most frequent topics in PEP courses. Further, since communication skills was equal in popularity among PEP topics focused upon, the conclusion is that perhaps having parents learn to communicate more and/or better with their children will help diminish problems (e.g., discipline) in parenting while enhancing the process.

The final conclusion centers on characteristics of PEPs in the region. Results and discussion lead us to conclude that most PEPs are a part of a larger organizational structure, receive most of their funds from federal sources, and aim activities at specific target groups. Further, PEPs do plan extensively the topics for courses offered but generally do not charge for services provided. In addition, PEPs, characteristically, are served by full-time professional staff who mostly have graduate degrees. Clearly, parents enroll in PEP courses to enhance their parenting knowledge and skills and become better parents. But the uncontrolled factors of time, family obligations and working schedule changes cause more parents to drop out of PEP courses than anything else. Evaluation of efforts is an area of noticeable weakness in PEPs. While informal measures are common practice, lack of money, time and trained staff prevent more useful assessments. It is concluded then that the lack of evaluation in PEPs may be a contributing factor in determining how effective their efforts are both short term and long range. As a result, this might hamper efforts to maintain PEPs over longer periods of time. The problem of father participation continues to plague PEPs but most deem such participation as being vital to effective parenting.

It is generally concluded then that PEPs, while existing in a variety of forms within the region, still serve traditional clientele but show some evidence of a move toward serving families whose structures represent changing and emerging trends.

As a result of these conclusions, the following recommendations are offered:

1. that PEPs more systematically identify and offer services for family structures which vary from traditional forms;
2. that PEPs seek assistance in devising and implementing a more comprehensive evaluation of their activities;
3. that PEPs develop more viable methods of offering services which are sensitive to reasons which cause clients to drop out of courses and in effect help reduce such reasons;
4. that PEPs build more of their activities around indications that parents want to be better parents and further reduce the deficit approach to parent education centered around their needing to be better parents;
5. that PEPs build more of a funding constituency which depends less on federal sources for support given the increasing instability at that level when compared to others;

6. that CENTER (SEDL) staff conduct further analyses of the survey data to determine if there are causal factors contributing to patterns especially among and between family types, racial groups, income levels, employment patterns when examined according to each of the sponsoring organizations and states in the region.

Parent education programs hold much promise as a means of providing assistance to those who are involved with parenting roles. As such, these programs need to be aware of the complexities of parenting as a process, the extraneous factors impacting upon the process and those involved, the range of program alternatives and activities which can enhance the process, the need to effectively assess what is or has occured so that programs can increase their effectiveness, but especially to the ways in which family structures are changing which are accompanied by a different set of issues, concerns, and needs. These types of awareness appear to be generally evident in PEPs for this region. However, there is room for considerably more awareness and action on the part of PEPs. It is felt that the findings from this effort will contribute toward making the awareness and action needed more a reality in the activities of PEPs and thus the families of parents they serve.

APPENDIX A: PARENT INVOLVEMENT TRAINING QUESTIONNAIRE

APPENDIX B-1: CHARACTERISTICS OF RESPONDENTS IN THE SAMPLE

APPENDIX B-2: BREAKDOWN OF RESPONDENTS' CHARACTERISTICS BY STATE

APPENDIX C-1: PART I ITEMS LOADING ON 3 PRINCIPAL FACTORS

APPENDIX C-2: MEAN RATINGS PER ITEM IN PART I

APPENDICES
FOR
AREA FOCUS ONE

APPENDIX A

SOUTHWEST PARENT EDUCATION RESOURCE CENTER
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 EAST SEVENTH STREET
AUSTIN, TEXAS 78701

Part I

The following list contains a series of statements about general issues in education, parent-teacher relations, teacher training programs, and Parent Involvement Training. Parent Involvement Training (PIT) includes any and all activities designed to prepare undergraduate students to work with parents in their future roles as teachers.

Please indicate how much you agree or disagree with each of the following statements by circling how you feel. We are trying to get your opinion, not what you think your opinion should be.

HOW YOU ACTUALLY FEEL

SA.....Strongly Agree
A......Agree
D......Disagree
SD.....Strongly Disagree

		HOW YOU ACTUALLY FEEL			
1.	Parents are usually cooperative with teachers.	SA	A	D	SD
2.	Public school teachers are underpaid.	SA	A	D	SD
3.	Parents usually know what is best for their elementary school age children.	SA	A	D	SD
4.	It is possible to train teachers to manage the wide variety of student abilities present in today's classroom.	SA	A	D	SD
5.	Problems in schools are more the fault of parents than of teachers.	SA	A	D	SD
6.	Most teachers see themselves as professionals.	SA	A	D	SD
7.	Parent participation in all school related matters should be increased.	SA	A	D	SD
8.	The general public has confidence in our schools.	SA	A	D	SD
9.	Stronger efforts should be made to include parents on curriculum development boards.	SA	A	D	SD
10.	Training teachers to work with parents should not be a priority for undergraduate training.	SA	A	D	SD

NEXT PAGE, PLEASE.

HOW YOU ACTUALLY FEEL

11. Having parents help their children with homework is a good idea. SA A D SD

12. If parents want to have more input into educational policy and planning, they should go to college and get a degree in education. SA A D SD

13. It is the teacher's responsibility to get parents involved in education. SA A D SD

14. Getting low income families interested in their schools is an unrealistic goal. SA A D SD

15. Parent Involvement Training is important enough to allocate undergraduate training time to it. SA A D SD

16. Parents are being given too many rights over matters that are the concern of educators. SA A D SD

17. Parenting and family life are private matters and not the business of teachers. SA A D SD

18. Most teachers feel uncomfortable with parents. SA A D SD

19. If more time were available, I would advocate Parent Involvement Training in undergraduate curriculum. SA A D SD

20. Teaching is a respected profession. SA A D SD

21. Teachers should be trained to teach; all other school problems should be handled by other professionals. SA A D SD

22. Teachers have enough to worry about without having to work with parents, too. SA A D SD

23. Most parents are too emotionally involved with their children to listen objectively to feedback from teachers (especially if it is negative). SA A D SD

24. Parent Involvement Training is another fad in education; it should not be taken too seriously. SA A D SD

25. Parents are unwilling to take time for their children these days. SA A D SD

26. Teachers are having to absorb more and more of the responsibilities that parents used to assume. SA A D SD

NEXT PAGE, PLEASE.

HOW YOU ACTUALLY FEEL

27. More parents would help children at home if they knew what to do. SA A D SD

28. Teacher education does not attract sharp, motivated persons. SA A D SD

29. It is appropriate for teachers to confer with parents about the child's home life. SA A D SD

30. Parent involvement in education is the responsibility of the parent, not of the teacher. SA A D SD

31. Teachers and other people in education are responsible for many of the problems with youth and children. SA A D SD

32. When given adequate information about their children, parents can make rational decisions. SA A D SD

33. Teachers need extra training to prepare them for working with parents of different cultural and ethnic backgrounds. SA A D SD

34. Professors in Colleges of Education who teach undergraduates are not prepared to conduct a course on parent involvement. SA A D SD

35. Presently, there is a shortage of materials necessary for developing a course on Parent Involvement Training. SA A D SD

36. The average parent does more harm than good by helping a child with school work. SA A D SD

37. Teacher training should follow other professional programs and become a five-year training sequence. SA A D SD

38. With few exceptions, parents should always have the final word in educational decisions affecting their children. SA A D SD

39. Teachers have little impact on parent behavior. SA A D SD

40. Working with parents requires specific training. SA A D SD

41. Lack of interest by college professors is a significant barrier to Parent Involvement Training for undergraduates. SA A D SD

42. Education is having problems because parents are not doing their job. SA A D SD

NEXT PAGE, PLEASE.

HOW YOU ACTUALLY FEEL

43. Developing a course on Parent Involvement Training would require knowledge not currently available in most Colleges of Education. SA A D SD

44. Teacher evaluation by parents is a good idea. SA A D SD

45. Parent Involvement Training should be required for teachers as a continuing education course after the first year of teaching. SA A D SD

46. Working with parents is a counselor's job. SA A D SD

Part II

Assume for a moment that Parent Involvement Training (PIT) has been mandated for all undergraduates in education. Given this as a requirement, please respond to the following items, using the definitions from Part I:

HOW YOU ACTUALLY FEEL

1. Incorporating PIT into an existing course would be more than adequate. SA A D SD

2. PIT should be presented as a core, "theory" course. SA A D SD

3. Student immaturity would prevent a PIT course from being significantly useful at any point in training. SA A D SD

4. PIT should be handled by another department. SA A D SD

5. Providing a communication skills training or human relations training would provide all that would be pertinent for PIT. SA A D SD

6. Systematic inservice on PIT should be available for professors. SA A D SD

7. PIT should be handled by inservice training for teachers. SA A D SD

NEXT PAGE, PLEASE.

Part III

How do you feel about each of the following ways Parent Involvement Training could be presented in the undergraduate curriculum? Rate how important you think each item is by circling the appropriate number on the five-point scale. The lowest rating is 1 and the highest rating is 5.

		IMPORTANCE OF METHOD				
		Low				High
(✓) __a.	Requiring student involvement in a parent organization.	1	2	3	4	5
__b.	Pairing student teachers with parent volunteers.	1	2	3	4	5
__c.	Mandatory participation in parent-teacher conferences.	1	2	3	4	5
__d.	Mandatory home-visits while student teaching.	1	2	3	4	5
__e.	Required involvement in a community organization where student teaching occurs.	1	2	3	4	5
__f.	Participation in role-plays, or other laboratory exercises involving teachers and parents.	1	2	3	4	5
__g.	Having field supervisor observe at least two parent conferences led by the student.	1	2	3	4	5
__h.	Bringing in a public school teacher as a speaker on parent-teacher relations.	1	2	3	4	5
__i.	Required written family history of a child.	1	2	3	4	5
__j.	Bringing in a parent(s) to class as experts in parent-teacher relations.	1	2	3	4	5
__k.	Interviewing a parent leader.	1	2	3	4	5
__l.	Having each student develop a personal library for and about parents.	1	2	3	4	5
__m.	Having students evaluate parenting materials for content, topic, target group, reading level, etc.	1	2	3	4	5

Part [illegible]

Please review the preceding suggestions for Parent Involvement Training and quickly make a single (✓) if you have ever included that activity in any of your college teaching. Please use the left-hand column for this.

NEXT PAGE, PLEASE.

Part V

Input into the decision-making process can come from several sources. For schools, these can include: central office staff, state/federal agencies, principals, students, parents, teachers, etc. Quite often though, final authority for decisions is the responsibility of one group or person. So, participation in decision-making can occur at two levels:

1. providing input only
2. having final authority (which includes providing input)

For the purposes of this survey, PARENTS, TEACHERS, and PRINCIPALS have been targeted as the major decision-making sources in local schools. With this in mind, who do you think should have the right to (1) provide input only or (2) have the final authority, regarding the issues listed below.

DIRECTIONS: Please underline for input and circle for final authority.

FOR EXAMPLE:

	Parents	Teachers	Principal
a. Handling individual learning problems.	P	[✓ T]	PR
b. Handling individual learning problems.	P	[✓ T]	PR
c. Handling individual learning problems.	P	T	[✓ PR]

DECISION-MAKING ISSUES	DEGREE OF RESPONSIBILITY FOR DECISION		
	Parents	Teachers	Principal
1. Ability grouping for instruction.	P	T	PR
2. Homework assignments.	P	T	PR
3. Classroom discipline methods.	P	T	PR
4. Pupil evaluation.	P	T	PR
5. Teaching methods.	P	T	PR
6. Selection of textbooks and other learning materials.	P	T	PR
7. Degree of emphasis on social skills vs. cognitive skills.	P	T	PR
8. Placement into Special Education.	P	T	PR

NEXT PAGE, PLEASE.

	DEGREE OF RESPONSIBILITY FOR DECISION		
	Parents	Teachers	Principals
9. Emphasis in arts vs. basic skills.	P	T	PR
10. Emphasis on science vs. social studies.	P	T	PR
11. Hiring/firing school staff.	P	T	PR
12. Providing career information.	P	T	PR
13. Sex role/sex education instruction.	P	T	PR
14. Emphasis on multicultural education.	P	T	PR
15. Promotion and retention standards of students.	P	T	PR
16. Desegregation/integration plans.	P	T	PR
17. Rotation/assignment of teachers within building.	P	T	PR
18. Family problems affecting student performance.	P	T	PR
19. Evaluation of school staff.	P	T	PR

ONLY A FEW MORE ITEMS →→→

Please check (✓) the appropriate response to the following information.

1. How many years have you taught at the college level?

____ less than 1 year
____ 1-3 years
____ 4-6 years
____ 7-9 years
____ 10 or more years

2. How many years have you taught in public (or private) schools?

____ less than 1 year
____ 1-3 years
____ 4-6 years
____ 7-9 years
____ 10 or more years

3. Primary focus of your graduate training experience:

____ Kindergarten/Preschool
____ Elementary Education
____ Special Education
____ Curriculum and Instruction
____ Other, please specify ______________________________

4. Approximate enrollment of present institution where you are teaching:

____ Up to 1,000
____ 1,000- 5,000
____ 5,001-10,000
____ 10,001-15,000
____ 15,001-20,000
____ 20,001-30,000
____ 30,001-40,000
____ 40,001 +

5. How much do you include parent-teacher relations as part of your teaching?

____ None
____ Very little, only if it comes up in class discussions
____ I usually devote at least one class session to this topic
____ I teach a "module" on this topic as part of my course
____ I teach a course devoted to this topic
____ Other, please specify ______________________________

6. Sex: ____ Male ____ Female

7. Which of the following are you:

____ American Indian
____ Mexican American
____ Black
____ Anglo
____ Asian
____ Other, please specify ______________________________

THANK YOU VERY MUCH FOR COMPLETING THE SURVEY.

APPENDIX B-1

CHARACTERISTICS OF RESPONDENTS IN THE SAMPLE
(N = 575)

Survey Questions

1. How many years have you taught at the college level? (N = 567 responses)

15 less than 1 year
82 1-3 years
107 4-6 years
106 7-9 years
257 10 or more years

2. How many years have you taught in public (or private) schools? (N = 565 responses)

10 less than 1 year
89 1-3 years
150 4-6 years
95 7-9 years
221 10 or more years

3. Primary focus of your graduate training experience: (N = 568 responses)

47 Kindergarten/Preschool
191 Elementary Education
29 Special Education
201 Curriculum and Instruction
100 Other, please specify: (largest single category: Education Administration)

4. Approximate enrollment of present institution where you are teaching: (N = 566 responses)

62 Up to 1,000
169 1,000-5,000
148 5,001-10,000
88 10,001-15,000
42 15,001-20,000
24 20,001-30,000
21 30,001-40,000
12 40,000 +

5. How much do you include parent-teacher relations as part of your teaching? (N = 575 responses)

19 None
160 Very little, only if it comes up in class discussion
211 I usually devote at least one class session to this topic
84 I teach a "module" on this topic as part of my course
24 I teach a course devoted to this topic
78 Other, please specify: (largest single category: "Parent-Teacher" integrated into all courses)

6. Sex: 256 Male 294 Female (N = 550 responses)

10. Which of the following are you: (N = 561 responses)

10 American Indian
28 Mexican American
44 Black
468 Anglo
2 Asian
9 Ohter, please specify: (1 Cuban, 2 Jews, several facetious responses)

APPENDIX B-2

BREAKDOWN OF RESPONDENTS' CHARACTERISTICS BY STATE

BREAKDOWN OF RESPONDENTS' COLLEGE TEACHING EXPERIENCE BY STATE

(N = 567)

Years Teaching College	AR	LA	MS	NM	OK	TX	Total
Less than 1 year	1	5	-	2	1	6	15
1-3 years	12	5	10	6	8	41	82
4-6 years	9	9	12	8	10	59	107
7-9 years	8	10	17	6	10	55	106
10+ years	27	37	18	16	29	130	257
Totals by State	57	66	57	38	58	291	567

BREAKDOWN OF RESPONDENTS' SCHOOL TEACHING EXPERIENCE BY STATE

(N = 565)

Years Teaching School	AR	LA	MS	NM	OK	TX	Total
Less than 1 year	1	2	2	2	1	2	10
1-3 years	13	9	8	7	12	40	89
4-6 years	10	12	19	8	13	88	150
7-9 years	8	9	8	7	9	54	95
10+ years	25	33	20	14	23	106	221
Totals by State	57	65	57	38	58	290	565

NUMBER OF RESPONDENTS FROM EACH TRAINING AREA BY STATE

(N = 568)

Area of Graduate Training	AR	LA	MS	NM	OK	TX	Total
Kindergarten, Preschool	8	10	2	3	5	19	47
Elementary Education	23	26	24	8	21	89	191
Special Education	2	8	4	2	3	10	29
Curriculum and Instruction	17	17	17	17	20	113	201
(Other)	8	5	10	8	9	60	100
Totals by State	58	66	57	38	58	291	568

ENROLLMENT SIZE OF RESPONDENTS' COLLEGES OR UNIVERSITIES BY STATE

(N = 566)

Estimated Enrollment	AR	LA	MS	NM	OK	TX	Total
Up to 1,000	14	7	6	3	3	29	62
1,001 - 5,000	15	16	20	17	34	67	169
5,001 - 10,000	22	27	4	3	11	81	148
10,001 - 15,000	3	11	23	9	5	37	88
15,001 - 20,000	4	3	3	1	1	30	42
20,001 - 30,000	-	2	-	5	4	13	24
30,001 - 40,000	-	-	-	-	-	21	21
40,001+	-	-	-	-	-	12	12
Totals by State	58	66	56	38	58	290	566

NUMBER OF RESPONDENTS WHO INCLUDE PARENT-TEACHER RELATIONS IN THEIR TEACHING

BY STATE

(N = 576)

Amount of Parent-Teacher Included	AR	LA	MS	NM	OK	TX	Total
None	1	-	3	2	1	12	19
Very Little	11	23	18	9	17	82	160
At Least One class	24	22	17	14	20	114	211
A Module	12	12	11	2	12	35	84
A Course	3	2	3	5	4	7	24
(Other)	7	11	7	6	5	42	78
Totals by State	58	70	59	38	59	292	576

NUMBER OF MALE AND FEMALE RESPONDENTS

BY STATE

(N = 550)

Sex of Respondents	AR	LA	MS	NM	OK	TX	Total
Male	20	24	24	18	27	143	256
Female	36	40	31	17	27	143	294
Totals by State	56	64	55	35	54	286	550

BREAKDOWN OF ETHNIC BACKGROUND OF RESPONDENTS
BY STATE
(N = 552)

Ethnic Background	AR	LA	MS	NM	OK	TX	Total
Anglo	45	56	51	28	50	238	468
Black	10	8	5	-	4	17	44
Hispanic	-	-	-	6	-	22	28
American Indian	2	-	-	2	-	6	10
Asian	-	-	-	1	-	1	2
Totals by State	57	64	56	37	54	284	552

APPENDIX C-1

PART I ITEMS LOADING ON 3 PRINCIPAL FACTORS

FACTOR I

5. Problems in schools are more the fault of parents than of teachers.
16. Parents are being given too many rights over matters that are the concern of educators.
23. Most parents are too emotionally involved with their children to listen objectively to feedback from teachers (especially if it is negative).
25. Parents are unwilling to take time for their children these days.
42. Education is having problems because parents are not doing their job.

FACTOR II

17. Parenting and family life are private matters and not the business of teachers.
21. Teachers should be trained to teach; all other school problems should be handled by other professionals.
22. Teachers have enough to worry about without having to work with parents, too.
30. Parent involvement in education is the responsibility of the parent, not of the teacher.
    10. Training teachers to work with parents should not be a priority for undergraduate training.
    13. It is the teacher's responsibility to get parents involved in education.
    14. Getting low income families interested in their schools is an unrealistic goal.
    15. Parent Involvement Training is important enough to allocate undergraduate training time to it.

FACTOR III

10. Training teachers to work with parents should not be a priority for undergraduate training.

15. Parent Involvement Training is important enough to allocate undergraduate training time to it.

19. If more time were available, I would advocate Parent Involvement Training in undergraduate curriculum.

33. Teachers need extra training to prepare them for working with parents of different cultural and ethnic backgrounds.

40. Working with parents requires specific training.

24. Parent Involvement Training is another fad in education; it should not be taken too seriously.

APPENDIX C-2

MEAN RATINGS PER ITEM IN PART I*

Item	Mean Rating
1. Parents are usually cooperative with teachers.	1.90
2. Public school teachers are underpaid.	1.44
3. Parents usually know what is best for their elementary school age children.	2.47
4. It is possible to train teachers to manage the wide variety of student abilities present in today's classroom.	1.80
5. Problems in schools are more the fault of parents than of teachers.	2.61
6. Most teachers see themselves as professionals.	2.17
7. Parent participation in all school related matters should be increased.	1.72
8. The general public has confidence in our schools.	2.63
9. Stronger efforts should be made to include parents on curriculum development boards.	2.01
10. Training teachers to work with parents should not be a priority for undergraduate training.	3.11
11. Having parents help their children with homework is a good idea.	2.06
12. If parents want to have more input into educational policy and planning, they should go to college and get a degree in education.	3.34
13. It is the teacher's responsibility to get parents involved in education.	2.34
14. Getting low income families interested in their schools is an unrealistic goal.	3.18
15. Parent Involvement Training is important enough to allocate undergraduate training time to it.	1.93

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*1 = strongly agree, 2 = agree, 3 = disagree, 4 = strongly disagree.

Item	Mean Rating
16. Parents are being given too many rights over matters that are the concern of educators.	2.91
17. Parenting and family life are private matters and not the business of teachers.	2.93
18. Most teachers feel uncomfortable with parents.	2.44
19. If more time were available, I would advocate Parent Involvement Training in undergraduate curriculum.	1.84
20. Teaching is a respected profession.	2.23
21. Teachers should be trained to teach; all other school problems should be handled by other professionals.	3.06
22. Teachers have enough to worry about without having to work with parents, too.	3.22
23. Most parents are too emotionally involved with their children to listen objectively to feedback from teachers (especially if it is negative).	2.74
24. Parent Involvement Training is another fad in education; it should not be taken too seriously.	3.15
25. Parents are unwilling to take time for their children these days.	2.77
26. Teachers are having to absorb more and more of the responsibilities that parents used to assume.	1.97
27. More parents would help children at home if they knew what to do.	1.89
28. Teacher education does not attract sharp, motivated persons.	2.85
29. It is appropriate for teachers to confer with parents about the child's home life.	1.87
30. Parent involvement in education is the responsibility of the parent, not of the teacher.	2.85
31. Teachers and other people in education are responsible for many of the problems with youth and children.	2.43

Item	Mean Rating
32. When given adequate information about their children, parents can make rational decisions.	1.98
33. Teachers need extra training to prepare them for working with parents of different cultural and ethnic backgrounds.	1.73
34. Professors in Colleges of Education who teach undergraduates are not prepared to conduct a course on parent involvement.	2.60
35. Presently, there is a shortage of materials necessary for developing a course on Parent Involvement Training.	2.45
36. The average parent does more harm than good by helping a child with school work.	3.02
37. Teacher training should follow other professional programs and become a five-year training sequence.	2.11
38. With few exceptions, parents should always have the final word in educational decisions affecting their children.	2.56
39. Teachers have little impact on parent behavior.	2.77
40. Working with parents requires specific training.	2.18
41. Lack of interest by college professors is a significant barrier to Parent Involvement Training for undergraduates.	2.58
42. Education is having problems because parents are not doing their job.	2.50
43. Developing a course on Parent Involvement Training would require knowledge not currently available in most Colleges of Education.	2.65
44. Teacher evaluation by parents is a good idea.	2.53
45. Parent Involvement Training should be required for teachers as a continuing education course after the first year of teaching.	2.24
46. Working with parents is counselor's job.	2.87

APPENDIX C-3

Differences in the Ratings* of Part I Items 1-46 Related to the Amount of Parent-Teacher Relations Taught

($p \leq .05$)

Item #	Mean	None	Little	Class	Module	Course	Other
5	2.61	2.58	2.51	2.54	2.76	2.95	2.72
9	2.01	2.16	2.11	2.08	1.77	1.95	1.87
10	3.11	2.63	2.86	3.15	3.35	3.50	3.24
13	2.34	2.53	2.54	2.30	2.30	2.05	2.06
15	1.93	2.37	2.12	1.91	1.67	1.55	1.86
16	2.91	2.63	2.84	2.86	2.96	3.14	3.09
17	2.92	2.53	2.82	2.92	3.05	3.05	3.05
19	1.84	2.11	1.97	1.79	1.67	1.59	1.87
22	3.22	2.95	3.10	3.20	3.39	3.32	3.35
23	2.75	2.74	2.62	2.72	2.83	2.86	2.94
24	3.15	2.84	3.03	3.15	3.27	3.45	3.29
25	2.77	2.63	2.67	2.74	2.90	3.05	2.83
27	1.89	2.00	1.97	1.91	1.80	1.95	1.76
28	2.84	2.68	2.72	2.83	3.08	3.09	2.82
29	1.86	2.05	1.95	1.81	1.75	1.77	1.92
30	2.84	2.58	2.71	2.83	2.99	3.14	3.95
34	2.58	1.95	2.37	2.65	2.82	2.59	2.71
35	2.45	2.16	2.27	2.42	2.69	2.59	2.68
39	2.77	2.21	2.64	2.75	3.06	2.82	2.92
42	2.51	2.58	2.40	2.43	2.76	2.32	2.68
43	2.65	2.47	2.55	2.61	2.80	3.00	2.76
45	2.24	2.47	2.32	2.14	2.23	1.91	2.41
46	2.87	2.74	2.73	2.96	2.88	3.00	2.92

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*1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree

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APPENDICES

FOR

AREA FOCUS TWO

APPENDIX A

PERSONAL CONSTRUCT THEORY

Personal Construct Theory

Cognitive structural variables will be presented as an important consideration in studying human behavior. Theory suggests that a person's encounters with the world about him are mediated by the operation of cognitive structures, which are referred to as personal constructs by George Kelly (Kelly, 1963; Bannister and Mair, 1968). Personal constructs, according to Kelly, are personal inventions which reflect an individual's unique representation of the world, a world he has created. They structure an individual's social world by processing information about specific social stimuli and then lead the individual towards particular social or clinical judgments regarding that stimuli. Simply put, cognitive structures guide individuals in theory unique interpretation of actual events. Intuitively, it appears that a study of human behavior could be framed as a study of individual cognitive structures.

Much of the theoretical framework pertinent to this study is derived from the work of George Kelly's theory of personal constructs. Related theoretical positions include O. J. Harvey's (1966) work on belief systems, Allport's (1937) ideas about individual trait systems, and Murray's (1938) need system. These theoretists all perceive man to be an active organism that approaches his environment with unique perceptual filters which lead him towards certain responses and away from others. Perceptual filters are controlled by an individual's cognitive structures and the organization of those structures. Whether the cognitive structures are called belief systems, trait systems, or a need system, all are hypothesized to mediate between man and his environment.

Personal constructs function as the lenses through which individuals experience the world, biasing our perception of reality. Figuratively speaking, one can be near-sighted or far-sighted depending upon the elaboration and complexity of the personal constructs with which one views the world. The structures as well as their organization, are important points of consideration. Personal constructs are hierarchical in nature; some are large, superordinate structures where others are small, subordinate components of others. Any single constructs is likely to be shared with other adjacent or related constructs; constructs which are superordinate in one instance may be concomitantly subordiante to a different set of constructs. Large, superordinate constructs provide an important foundation for small constructs, making them more integral and therefore, more stable than the latter. Consequently, superordinate constructs are enmeshed in the psychology of an individual; they are the background against which other constructs are created and behaviors developed to "test" them.

Personal cosntructs are internalized notions about reality where behaviors are external manifestations of internal conditions. Behaviors contribute to the process of construction by testing-out personal constructs. As such, every behavior is a mini-experiment in the reliability and validity of internal constructs. As behaviors test the constructs, individuals have an opportunity to confirm, expand or reject their personal inventions about the world. Behaviors have no meaning without the constructs from which they originated. Consequently, understanding human behavior in its totality requires the identification of personal constructs as well as behaviors. Additionally, designing interventions for change in individual behavior would be significantly enhanced by addressing the supporting constructs rather than the manifestation of them.

Personal constructs come in many sizes and shapes, covering many topics of varying degrees of personal importance. For the purposes of this research, all the major premises of personal constructs are being applied to what will be called a complex construct of child rearing. Complex constructs are an application of the personal construct paradigm where the beliefs, values, attitudes and behaviors of an individual, regarding a particular topic, are theorized to be hierarchical in nature, mutually supportive and internally consistent enough to produce a model representative of that construct. For example, the beliefs, values and attitudes of parents relevant to child rearing should produce a model of parent-child socialization that is enacted by parent behaviors. Beliefs, values and attitudes are different types and levels of influences affecting parenting behavior. An important concern of this study is to isolate these different influences, measure their interrelationships, and begin to develop folk models (complex constructs) of parent-child socialization.

Personal Constructs: Assumptions and Examples

The following is a list of basic assumptions drawn from the work of George Kelly (see Bannister and Mair, 1968) which are pertinent to the theoretical premises of the study on influences on child rearing, Area Focus Two. Each premise will be followed by a single explanatory note describing its relevancy for this study.

Assumption 1: That man is an active participant in his environment.

Explanatory Note: Parents do not passively accept the "father" role or the "mother" role. Instead they actively create their unique version of what their individual parent roles should be.

Assumption 2: Individuals make unique interpretations of actual events. These interpretations have an inner reality that can become integral to the individual over time.

Explanatory Note: As individuals interpret their environment they develop beliefs, values and attitudes that carry significant influence in future interpretations of events. Over time these beliefs and values will become core to an individual's psyche. It is hypothesized that beliefs and values relevant to child rearing will have significant influences on parents and parent behavior as revealed through self-report measures of parent behavior.

Assumption 3: Any single event is subject to as many interpretations as there are witnesses. Although individual experiences of a single event will never be exactly the same, they may be similar.

Explanatory Note: Individual parents will react differently to individual child's behavior. Behavior one parent will label obnoxious, another might label creative. In terms of this research, what influences these parents to view the same behavior so differently? To what extent can one predict parent differences based on descriptions of cognitive structures?

Assumption 4: Personal constructs are the accumulated interpretations of events, which tend to become more or less integrated over time. These personal constructs act as a set of goggles through which individuals "see" their world. As individuals make new interpretations they may adjust their lenses to provide a better approximation to their most current view of reality.

Explanatory Note: First time parents may have many interpretations of their environment that lead them to anticipate and enact their parent role in a particular manner. Actual experience as parents may lead to new interpretations of the specific event called parenting forcing them to view that reality differently. As they have a second child, their experiences with the first child are likely to have changed their view of reality in some ways, leading them to behave differently as parents with a newborn.

Assumption 5: Constructs are characteristically hierarchical with some constructs being more important than others. There can be single constructs or clusters of interrelated constructs. An organized cluster of constructs is more stable (resistant to change) than single constituent constructs. Single constructs are too "weak" to make a noticeable difference in a person's attempts to anticipate future events.

Explanatory Note: Parents have many beliefs and values, some of which are more important than others. The most important values should have the strongest influence on parenting behavior. Clusters of beliefs, values and attitudes support one another increasing their personal, internal validity. As these interrelated constructs become further entrenched in an individual's personal make-up, numerous reality testings (behavioral testings) are required to invalidate them. Individual behaviors would be examples of single constructs that have little meaning by themselves.

Assumption 6: A person's constructs, or his representation of the world, impose certain limits on how new experiences will be approached, although growth and change can occur if an individual chooses to define or extend a persona construct system. Interpretations which define constructs simply provide clearer sight of what was already known, where extending a construct challenges one to create unexplored possibilities.

Explanatory Note: Parent education is one avenue through which parents can define and extend their personal constructs regarding child rearing. A parent may be using parenting techniques without knowing why or whether all of their behaviors were mutually compatible or resourceful. Through parent education new information about the underlying premises of different parenting techniques may provoke them to try a different approach (extend their construct) or use a technique more consistently (define their construct).

Assumption 7: As persons define and extend their construction, their total arrangement of constructs will change to accommodate the new information. An individual's amount of experience is equivalent to the number of revised constructions rather than the actual number of experienced events. Again, importance is placed on the interpretations of events, not the events themselves.

Explanatory Note: According to this assumption, a mother of seven children could have less information and understanding about child development, parenting, individual differences, etc. than a mother of only one child, if the former used the same set of constructs to interpret the behaviors of all seven children. The mother of one may have revised and extended her set of constructs many times, making her the more "experienced" mother.

Assumption 8: Persons use a variety of personal constructs, some of which may be inferentially incompatible with one another; not every construct will logically imply the other. Certain incompatibilities may be more apparent than real and in other instances people may not be aware of blind spots and contradictions within their own set of constructions.

Explanatory Note: Parent superordinate constructions may be love and training which could include subsystems of hugging, kissing, spanking, or ignoring. These are differences that are more apparent than real. An example of "blind spots" might be a parent who values obedience and respect from his children and uses corporal punishment to instill these values in his children. By identifying the values and discussing different parent techniques, a parent may observe a contradiction or conflict in the values and the techniques he/she used to accomplish them. This observed contradiction could motivate the person to change his/her behavior. Connecting with the superordinate construct (values) should provide a meaningful base from which parents can understand their behavior and make choices about it.

Assumption 9: One individual may impose a construction of experience similar to that imposed by another. To the extent this is true, the two individuals have similar psychological processes. It is not important that they have experienced the same events, rather that they have made similar conclusions regarding similar events.

Explanatory Note: It is probable that parents can be clustered together according to their personal constructs regarding parenting. Similar parents can be said to have similar models of parent-child socialization. Identifying the cluster of constructs relevant to child rearing should lead to identification of parent-child socialization models.

Assumption 10: To the extent that a person anticipates (invents) the internal construction processes of another, he may play a role in a social process involving another. Persons respond to one another in a manner consistent with their personal constructions of one another.

Explanatory Note: Adults with children enact their parent roles according to their personal construct(s) of a child. Parental expectations of their children will originate in their construct of "child" which, in this study, is hypothesized to originate in their beliefs about the nature of the child. A parent who believes the nature of the child is "wild and untamed" is likely to interpret a child's behavior differently than a parent who believes the nature of the child is "love and innocence."

Assumption 11: A person can be understood to the extent that his system of constructs for ordering and anticipating evens is understood.

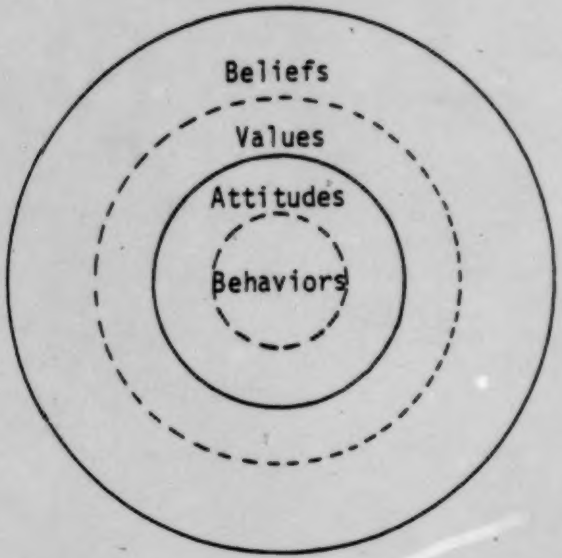
Explanatory Note: For the purposes of this study, it is suggested that a parent's model for parent-child socialization can be best understood in terms of those constructs pertinent to that model. In this study, parent systems of constructs for ordering and anticipating future events have been identified as the interrelationship of specific beliefs, values, and attitudes relevant to their role as parents. These constructs should lead to the description of folk models of parent-child socialization, complex constructs through which parenting behaviors are perceived, interpreted and tested out.

Assumption 12: Defined in the above manner, personal constructs are not qualifying, "optional" information to supplement our appreciation of observable behavior. Behavior, then, is testing-out of personal constructs, and therefore understood only in the perspective of its context of constructions.

Explanatory Note: Studies limited to observing parent behavior may lack a necessary context for interpreting those behaviors. In terms of parent education, interventions designed to focus only on behaviors may not be as effective as interventions which identify the personal constructs being tested by the behaviors. Interventions focused on the complete gestalt of constructs and behaviors should be more effective because of the enhanced meaning of the intervention to the individual.

APPENDIX B

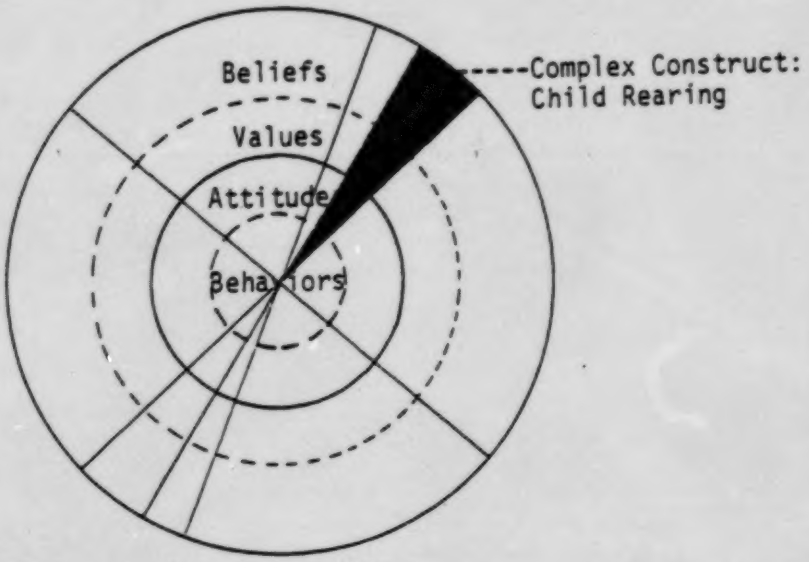
Profile of a Person



This drawing is a simple representation of the hypothetical components of an indvidual's personal make-up. It suggests that an individual consists of beliefs, values, attitudes and behaviors. Beliefs and values are high order inferences about the world; they are superordinate constructs which provide the necessary support for all other subconstructs. The dotted lines separating them indicate the intimate relationship between values and beliefs and the integral role they play in an indvidual's personal make-up. In this sense they are structural components, suggesting they are a part of the very fiber of an individual. This characteristic of beliefs and values makes them less vulnerable to influence from outside sources. As in the drawing, beliefs and values are literally inside the person, well insulated by external inputs.

If beliefs and values are structural (integral to an indivdiual's internal organization), attitudes and behaviors are functional. They are important to the internal organization, but not as substantively as the former. Attitudes and behaviors functionally support beliefs and values, so although they are peripheral to the individual system as a whole, they are important subcomponents of beliefs and values. Attitudes and behaviors are a visible translation of beliefs and values. There are many more attitudes and behaviors than there are beliefs and values.

Complex Constructs

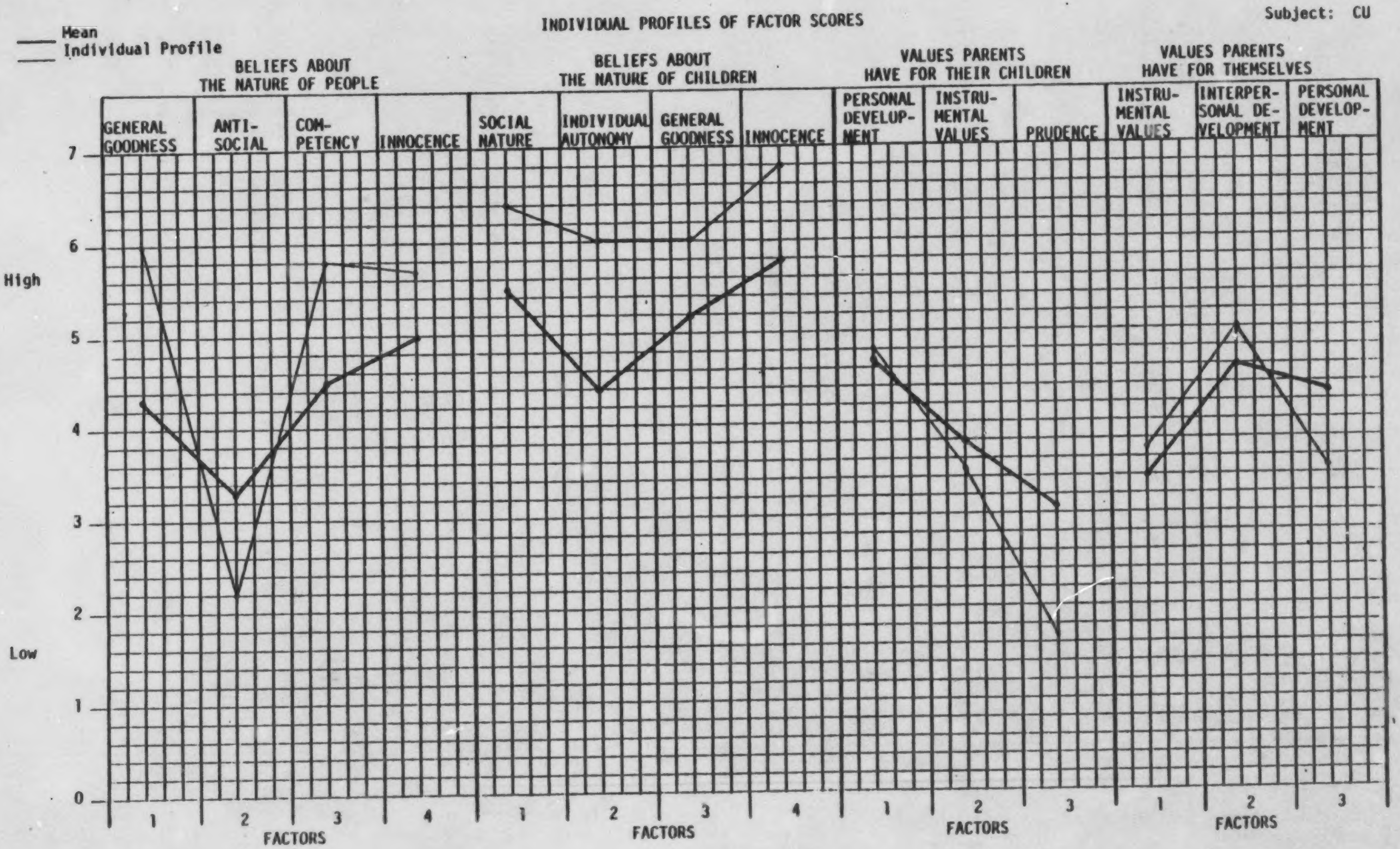


Single constructs can exist within levels (e.g., a values construct, a belief construct, etc.) or in combination with other constructs across levels. Total cross sections of beliefs, values, attitudes and behaviors would represent a complex construct; an individual's psyche has many complex constructs. The complex construct which is the focus of this study is child rearing.

AREA FOCUS TWO

APPENDIX C

The following is a series of individual profiles of respondents' factor scores on (1) Beliefs about the Nature of People, (2) Beliefs about the Nature of Children, (3) Values Parents Have for Themselves, and (4) Values Parents Have for Their Children. Profiles are provided for each of the subjects interviewed; profiles are superimposed on the profile of the group mean for visual comparisons. Four of the profiles are accompanied by small case studies of the interviewed parents. These case studies are provided as a descriptive narrative of a particular model as those respondents appeared to be the best examples of some particular parent model.


INDIVIDUAL PROFILES OF FACTOR SCORES
Subject: CU
Mean
Individual Profile
BELIEFS ABOUT THE NATURE OF PEOPLE
GENERAL GOODNESS
ANTI-SOCIAL
COM-PETENCY
INNOCENCE
BELIEFS ABOUT THE NATURE OF CHILDREN
SOCIAL NATURE
INDIVIDUAL AUTONOMY
GENERAL GOODNESS
INNOCENCE
VALUES PARENTS HAVE FOR THEIR CHILDREN
PERSONAL DEVELOP-MENT
INSTRU-MENTAL VALUES
PRUDENCE
VALUES PARENTS HAVE FOR THEMSELVES
INSTRU-MENTAL VALUES
INTERPER-SONAL DE-VELOPMENT
PERSONAL DEVELOP-MENT
7
6
High
5
4
3
2
Low
1
0
1
2
3
4
FACTORS
1
2
3
4
FACTORS
1
2
3
FACTORS
1
2
3
FACTORS

Model 1: Authoritarian Parent (CU)

Cameron's interview was the most difficult interview to make sense of. She was not as relaxed as other parents, although she tried to appear relaxed. Her house and yard were very neat; her house was extremely tidy and "perfect" looking, although the furnishings and neighborhood were middle income. She had several characteristics that made her stand out when compared with the other parents interviewed. She was considerably more dramatic in her responses, using more affect and intonation. Her first response to many of the vignettes was an exclamatory, "Oh my goodness, well dear me, what would I do in that situation..." She was also the only parent to make any patronizing remarks about children stating that "she just didn't know what to do with them (children) at that age" or referring to some child behavior with, "that's so typical, you know." She was also one of the few parents to talk "baby talk" with her children in front of the interviewer. Cameron's children are twins and three years old.

Cameron's response to the six year old daughter not wanting her parents to leave for the evening is the most abrupt response of any of the parents. She would "go right on out the door, and otherwise do nothing, except mention that I was sorry she was so upset." Where other parents expressed concern about reassuring the child, Cameron seemed more concerned about letting the child "manipulate" her. In her slightly dramatic tone she stated that the child was probably jealous of the parent's time together and the thoughts and feelings of the parents during the brief encounter were that, "Daddy is frustrated with the whole situation and the mother is coping, trying to smooth everything over for everyone."

There were two vignettes in which Cameron expressed strong anger and resentment at the child for having put her in a situation she apparently disliked. The responses to these two vignettes demonstrate one of the ways in which parents take the child's behaviors personally, or become so immersed in themselves they don't attend to what's happening with the child. Her response to the second grader who wasn't bringing home the notes from the teacher (Story 7) was the first example of this. She said she would get her to communicate and "try to make her see how her actions affected others, like her mother, and made her parents look bad." She said having outsiders involved in family problems is one of the "worst" things that could happen to her. She reiterated how angry she would be and said she would probably tell her daughter, she was "so upset that I couldn't talk to you now. Go to your room and we can both be thinking about it, but I just can't talk to you now." She then made the aside that "the silent treatment is so good." Her response to the six year old daughter who had been in a fight at school was equally exclamatory: "If you want to get in fights with people, just don't get me involved and handle it yourself. Don't rely on me to pull you out." She reasoned that the child needed to learn to suffer the consequences of his/her own actions. She said she would feel "extreme embarrassment" in a situation like this.

Cameron was also the only parent to bring up the issue of trust between parent and child directly. In responding to the vignette about the children being under the bedclothes without clothes on (Story 4), for eight year olds, she said, "Get your clothes on! If I can't trust you to play alone you can't do it." She said all of this and then expressed how important it was not to scare the children. The trust issue was threatened again in Story 1 where the three year old was coloring on the walls. She had two reasons for her response to the story; (1) the importance of the child being responsible for his/her actions, and (2) the need to communicate that she could not trust him with crayons. None of the other parents interviewed ever brought up the issue of trust with their child or the children in the vignettes.

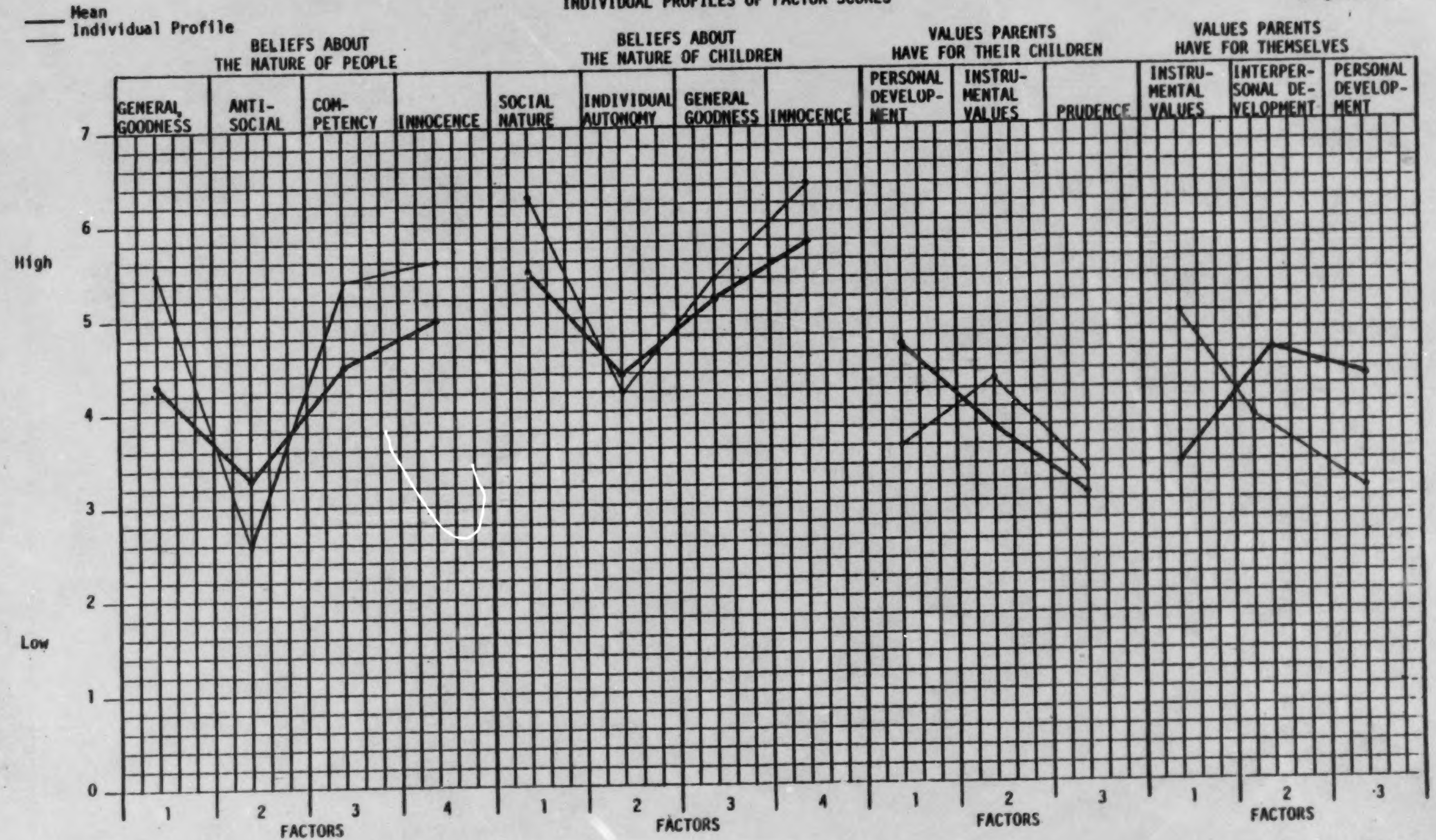
In spite of the many examples of the seemingly "terse" or abrupt side to Cameron, other responses seem very contradicting. The interviewer was most struck by some of the responses on the sentence completion and the profile of factor scores. On the sentence completion task Cameron emphasized what a "fun" parent she was, that the most important thing to her and her children is having "fun," and that she and her children always have "fun." Although this is an obvious interpretation by the interviewer, her responses appear to be an effort to convince herself and others of something that may not be the case.. In the interview she did not project the kind of relaxed, fun parent who said that when she spanks her children she uses a wooden spoon. Other parents were likely to feel guilt or "hurt" when they spanked their children.

Cameron's individual profile of factor scores is another seeming contradiction in the data. Her profile suggests very strong positive beliefs as well as high sets of values in the social-emotional domains. Her responses to the vignettes do not consistently support what is suggested by the profile. The interviewer felt Cameron was more controlled than other parents interviewed, more affected, and more inclined to give "patent" answers.

Although the profile of individual factors suggest a kind of exuberance similar to the profile of the Model 5, romantic parent, Cameron's responses on the surveys of beliefs and values may be more of an overreaction and an attempt to project an image which seems more viable than the one which is actually true for her.

Subject: JW

INDIVIDUAL PROFILES OF FACTOR SCORES



Model 4: The Confused Parent (JW)

The only male interviewed happened to be the parent most like a Model 4, or confused parent. Jim is in his mid-thirties and the sole owner of two related companies. He and the interviewer were good friends, so establishing rapport was not an issue. The interview occurred in his office after Thanksgiving; Jim had rearranged his business schedule and his personal schedule to be available for the interview. His office was extremely comfortable with natural wildlife pictures, antiques, and warm earth tones. His desk was free of papers; his whole presence suggested neatness and efficiency.

Jim was alternately concerned about a child's "self-image" and the supporting need for "parental love, support, and caring," and his children being instilled with the "work ethic" and the "long term ramifications of understanding the importance of doing quality work." Jim admitted that one of his problems was his high expectations for people--always wanting them to perform at "100%" of their potential. Because he pushes himself to his maximum potential, he has difficulty understanding others who may not, or at least may not from his perspective. Through his own admission Jim may have unrealistic expectations for his children, while at the same time he is very concerned about their self-image and the negative effects of his criticism of them when they fail to meet the expectations.

Jim also appears to be confused about how much and what kind of decision-making responsibility to give his children. He was willing to let his ten year old daughter (Story 2) decide whether or not to go to school and take a math test, addressing the need for individual responsibility at that age, but he was not willing to let his 12 year old son (Story 5) choose not to play in a championship football game. He also had a very difficult time deciding how much freedom and control he would give his 15 year old daughter (Story 9) who wanted to go walk around at the local mall, a kind of local hang-out. He expressed strong concern about not feeling comfortable with that situation and wanting to protect his daughter from getting into a difficult situation. He was concerned about there being too many options or difficult choices that she might have to make. So, although individual responsibility is important to this parent, there does not appear to be a consistent pattern in which the child can assume that responsibility.

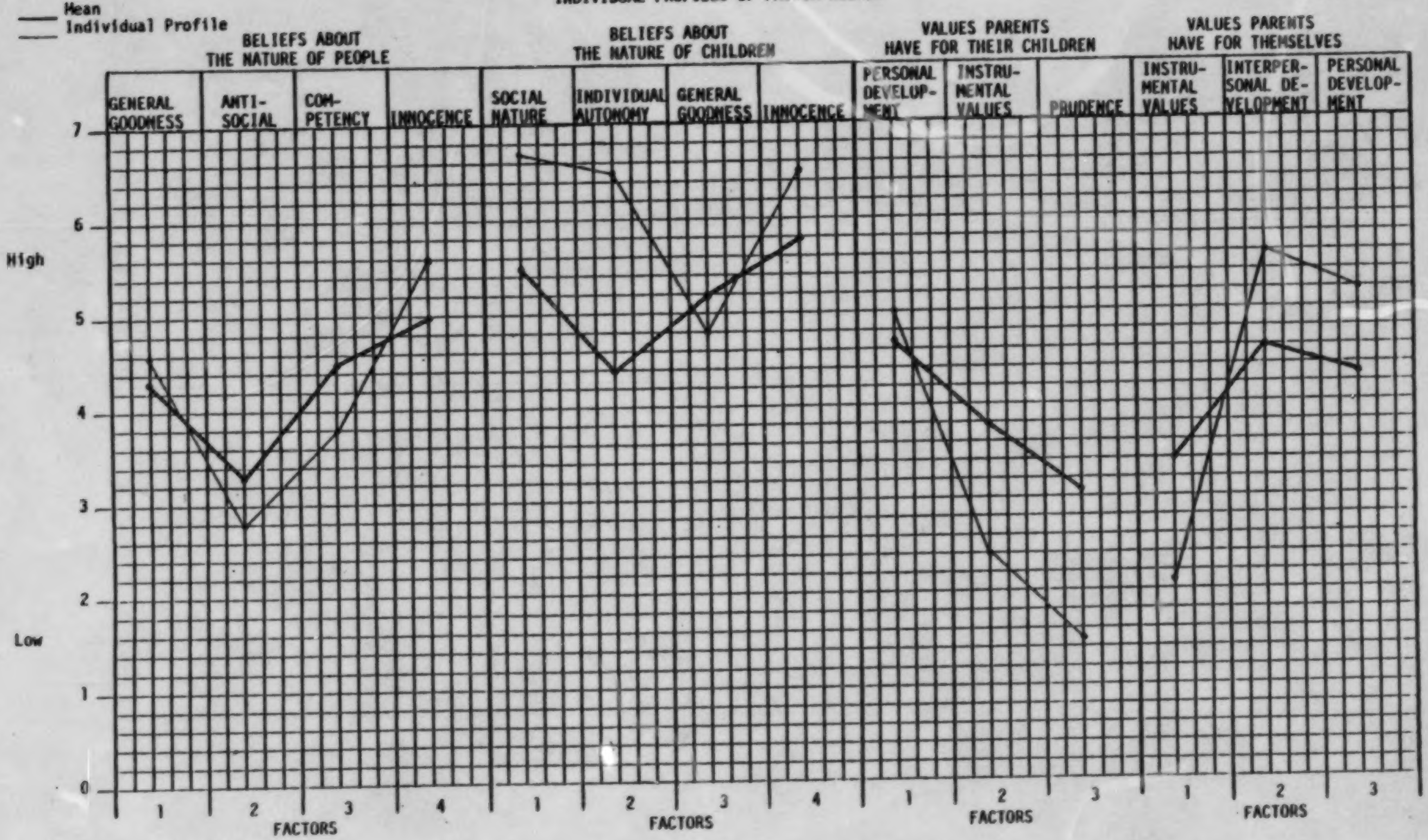
Jim seems more concerned about controlling his emotional reactiveness than any other parent interviewed. His first response to Story 6 was "force calm to prevail." In Story 7 he verbally reminded himself of the importance of being "real calm and supportive" and the importance of giving a lot of support to a second grader. In this same line, Jim was more likely to see a problem in a vignette as "serious" and consider the need for professional consultation, i.e., parent-child counseling. He was particularly reactive to the two vignettes on sex-related issues between parent and child. He had considerable difficulty responding to these situations, stating that he had a "real problem" with that kind of "stuff" and that he had not come to grips with how he would handle that as a father. The information suggests again that the child may be experiencing a confusing communication from a parent who is struggling to control their emotions and appear calm while it is apparent they are, in fact, feeling very emotional.

One of the ways in which Jim appears to deal with his highly emotional reactiveness is by relying on a lot of structure and organization around the house. He explained discipline in terms of rules and consequences. He tended to respond to the vignettes in terms of referring back to implementing pre-established consequences for certain behaviors and reminders about house rules, but when he was confused or uncomfortable he would fall back on a parental response of "counseling with the child," "counseling with the mother," or "getting counseling from a professional." So, even in his style of discipline, there appears to be confusion in methods moving from a completely personal style of intervention (communication) to a very impersonal style (house rules).

Finally, Jim's profile of factor scores on beliefs and values is interesting to consider. He is the only parent to consistently rate instrumental-related values higher than social-emotional related values. His own score on instrumental values was considerably greater than any other parent's score who was interviewed. This suggests the kind of confusion Jim appears to be experiencing. From all of the information available about Jim, he seems strongly invested in a rational-objective world-view, but parts of the interview also reflected a strong investment in more affective-personal concerns regarding the parent-child relationship and the child's self-concept. He doesn't seem to have reconciled the differences in these two sides of himself. Again, he seems like a recycled Model 1, authoritative parent, attempting to incorporate a more contemporary, child-centered perspective.

INDIVIDUAL PROFILES OF FACTOR SCORES

Subject: BM



Model 5: The Romantic Parent (BM)

Barbara is the parent who most fits a Model 5, romantic parent. Barbara seemed comfortable with being interviewed from the moment the interviewer arrived. She was pleasant and very interested in participating in the study; unlike other parents, she was not cautious or even a little suspicious about the purpose of the study. The home was comfortable; there was a slight sense of clutter and the furnishings were all old and somewhat worn. There were children's things and adults' things throughout the living area; there were many plants, two cats and a dog, and an aquarium. The house looked and felt very "lived in." Barbara explained early in the interview that she and her husband had always lived with barely enough money to pay the bills and have some little bit of outside entertainment. Although she has a Master's degree, she and her husband feel like money is not important in putting quality into their lives, and she has chosen to stay at home to take care of the children rather than work. This lack of emphasis placed on money may be reflected in the very low factor scores on instrumental values, as shown in her profile. Barbara had a greater difference between factor scores on personal development and instrumental values than any other subject interviewed. Her husband is a social service provider working for the State, whose single income places the family income just above the poverty level, according to Barbara. Their tight budget required them to use only one heater in the house. It was necessary for the interviewer to wear her coat for the entire interview.

Barbara reported strong beliefs about the goodness of children in the interview. She described some of the differences between children and people in terms of children's perceptions, saying, "They are more able to mix the present, past, and future in fantasy. They also have no concept of time and they are imminently human and humane. Children wouldn't willfully cause pain to another unless they themselves are maltreated."

She said that children are born with natural compassion and friendliness, that the desire to hurt is not in children. She described personality as the "tune of our soul," that it is present before birth as demonstrated by her daughter, Monica, who literally "danced through the pregnancy." She feels that parents can have a "severe negative impact" on a child's personality, that they can be "stifling, restricting, and shriveling" to the child. She feels the most positive thing a parent can do is to let the child "be" and to simply provide a nurturing environment in which the children can grow. She stated that "75%" of the child's personality is present at birth with the rest shaped by parents and the environment. These proportions changed when discussing a child in the neighborhood who has a lot of problems. In this case, she felt like "50%" had been caused by the parents. There is an implicit double standard which suggests that children who are good are born that way and children who are not are raised that way. She caught herself in the contradiction, but could not resolve it. This apparently strong set of beliefs is suggested by her profile of factor scores on beliefs about the nature of children. Her scores on Factors 1, 2, and 4 are noticeably higher than their mean. Barbara's scores on Factors 1-2 are the highest of any subject interviewed.

Barbara defines discipline as providing structure for the purpose of helping a child grow up to be a moral and happy person. She tries to avoid punitive forms of discipline by structuring the home and family life around the children, i.e., she has made the house as "child proof" as possible to avoid having to tell the children not to touch something. She also uses distraction a lot, discusses consequences of certain actions with the children and when possible lets them feel the natural consequences. She also talks to her husband about different ways to discipline and stated that "there is always a second chance if you do it wrong." On the other side of discipline, Barbara rarely uses "rewards" as a form of positive discipline, feeling they are a kind of bribe.

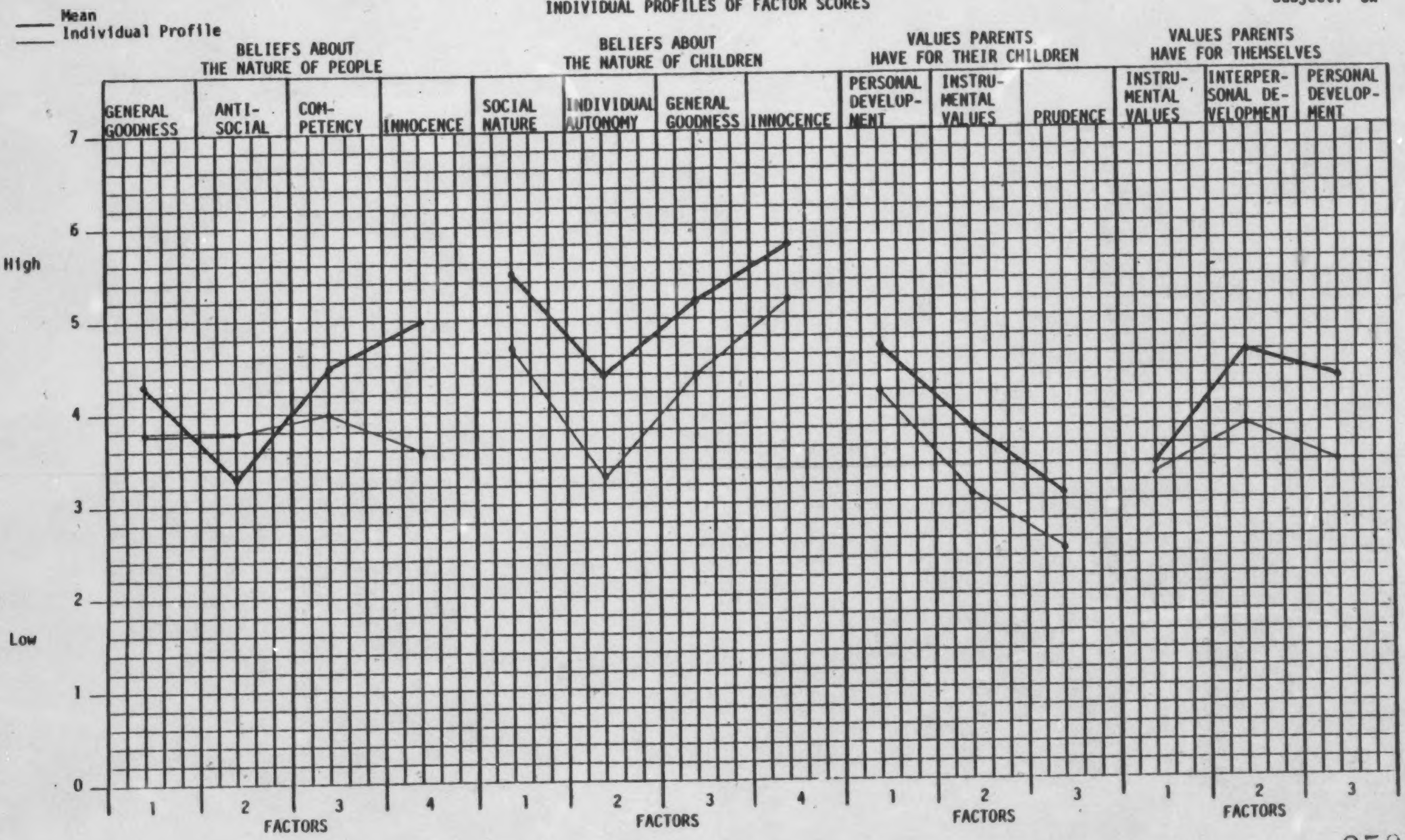
Barbara's responses to the vignettes represented her parenting style as very warm, open to the child's feelings. There was a sense of acceptance of the child, but not an indulgence. For example, on Story 2 Barbara's response to the 10 year old not wanting to go to school because of a math test, emphasized the need to comfort the child and acknowledge the upset over the test, but ended with the reality of her having to go to school and just do the best she could. Barbara also stressed the importance of touching the child in some way, to have physical contact when talking to her. She felt she needed to provide the closeness and the security of love and acceptance to the child, while also helping the child to learn that "you can't avoid things." This kind of warmth and support for the child was also suggested by Barbara's response to her 15 year old daughter wanting to go the the mall (Story 9). She stressed the importance of being very open with her daughter about her fears as a parent and her inability to keep her daughter out of trouble, and the fact that she must trust that her daughter will make her own decisions that will keep her out of trouble.

Several of the vignettes also demonstrate how Barbara responds to situations in which her values might be challenged. Although there is a clear direction and commitment to a course of action, that warmth and attention to the child still comes through. For example, although she was clear about making her twelve year old son go the the championship football game he was wanting to back out of (Story 5), she first talked to him about his responsibility to the team and how his feelings about the coach were interferring with his responsibility to his friends. She also talked about ways in which he could acknowledge his feelings to his coach. After all of this discussion, she still made him go to the game. This same kind of gentle firmness was prevalent in her response to the 10 year old son taking money from her wallet (Story 13). She said she would grab hold of him and move him with the money still in his hand so he could see that he had been caught. Then she would have a discussion to find out what was important enough to take money rather than telling her and asking her. She then talked about the possible need to renegotiate his allowance and his being required to submit a case for it. In describing her reasoning behind her response she said, "You can't let a child steal, but there may be something embarrassing that he needed money for or maybe he just wasn't getting enough money in his allowance. I really don't think a child has evil intentions."

Finally, Barbara's response to the group of 3 year olds under the bed covers with their clothes off was particularly indicative of her warmth and tenderness for children. She said she would first try not to giggle and then say, "You all have been having a good time and now it is time to get your clothes back on and have some cheese and crackers." Then she would help them get their clothes on, tickling and giggling with them as she did so. Unlike most other parents, she felt no need to "talk" with the children about this.

Subject: SW

INDIVIDUAL PROFILES OF FACTOR SCORES



Model 7: Authoritative Parent (SW)

Sonora was the parent most like a Model 5, or authoritative parent. Sonora lived in a very nice home in a part of town populated with successful, professional people. There was a large backyard with two dogs; the house was comfortable and appeared to be "lived in" with Halloween decorations hanging in the windows of the living room. Sonora was older than the other parents interviewed; she was polite but not stiff, with a relaxed sense of humor. She was thoughtful in her responses to the vignettes and communicated well. She has four children ranging in ages from 13 to 4 1/2. The youngest child is an adopted son and has been more difficult to raise.

Sonora's responses to the vignettes suggest that she is supportive of her children, but does not express it in the nurturant style of the Model 5 parent. Sonora had several direct responses to a couple of the vignettes. Her response to the seventeen year old quitting school was a simple "No." She added that they would talk about the present versus the future, but reiterated her position in saying, "The kids already know they must complete school if they live in this house." Her response to the 12 year old son not wanting to play in the championship game (Story 5) was equally direct, "He must go to the game." Her reasoning was that when you give your word you assume responsibility for it--completely. She "understood" the anger of the son, but would insist on his playing; she said she would be proud if her son confronted the coach about his anger. She was the only parent to directly address any punitive measure for the child caught taking the money (Story 13). She would have the child do a particular chore to "pay back" the amount he tried to take. Similarly, she was the only parent comfortable with having the three year old coloring on the wall (Story 1) clean the mess up by himself. At the same time she was appreciative of the lack of intention on the part of the three year old, stating, "...at three they're just into their senses and don't really know what they are doing when they are coloring on the wall, they're just excited to see the colors..."

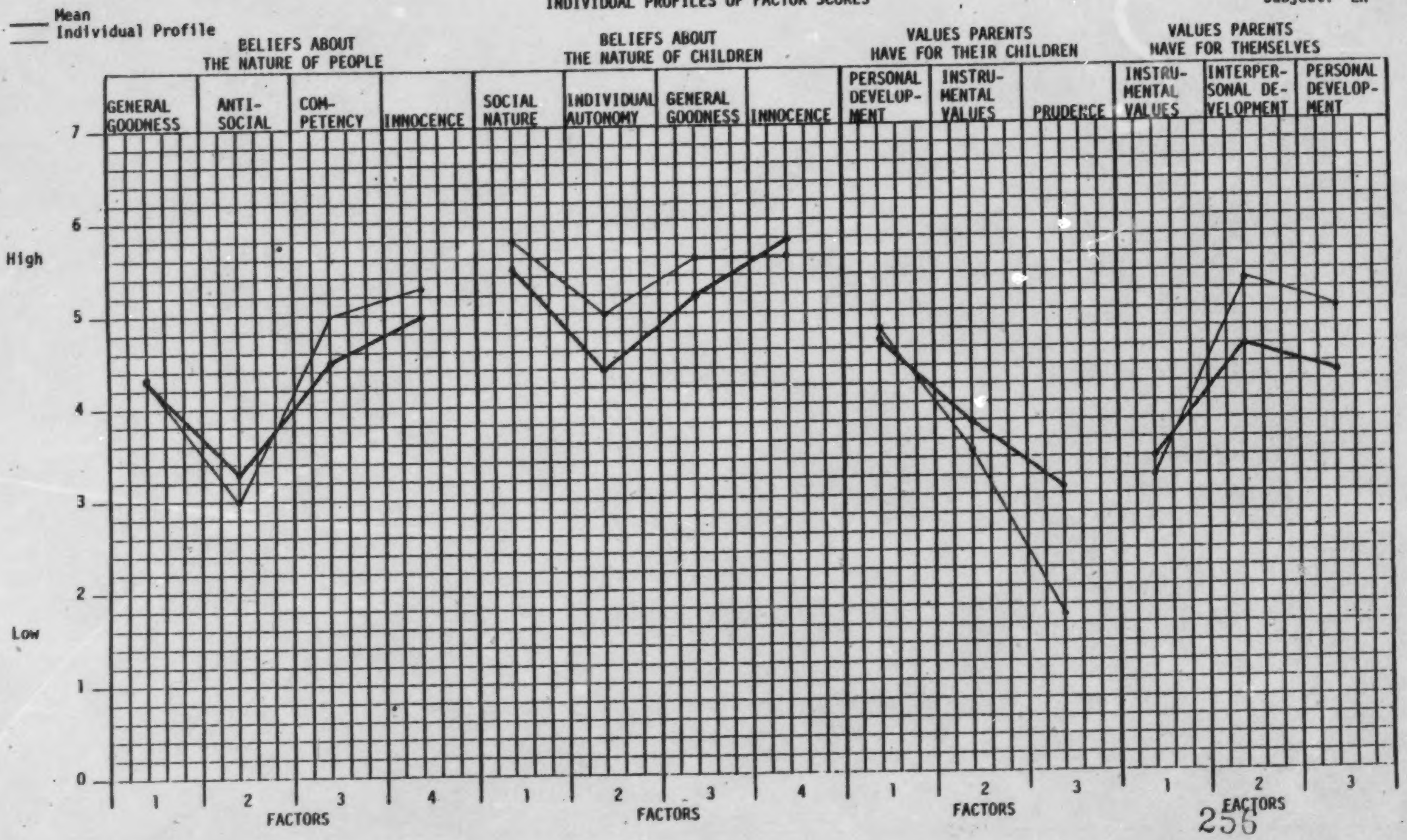
Although some of the above responses appear abrupt, there was a recurrent undertone of concern about the child's feelings (though not to the degree of Model 5 and Model 6). For example, Sonora's response to the six year old upset about her parents leaving for the night (Story 12) was to "put my arms around her and hug and kiss her and tell her where we are going and what we are doing and when we'll be back." She felt it was important not to let the child "use their tools to manipulate," but also understood the child's need for attention. In response to the four year old frustrated with a puzzle she (Story 3) would take the pieces up and put them away and tell her son, "You're in no mood for this." She would then try to steer him into something else. She also expressed concern over finding out if the child was not feeling well, or angry at something else. She felt it would be important to see if the child wanted to talk about something. She expressed concern for the child's feelings again in her response to the second grader who has been keeping notes from the teacher. She expressed that the child must be very upset and afraid if she has gone to such lengths to keep things from her parents. She felt it was important to keep an open mind about the situation rather than assuming the teacher was right and the child was wrong.

It may be interesting to note that all but one of Sonora's factor scores is below the mean. In this sense her scores seem "depressed." There is a similar indication in some of the responses to the sentence completion. She said that the best thing about growing up was "getting there" adding that she had had a difficult childhood. Her biggest problems she sometimes has as a parent is "putting up with disrespect in their (children's) friends" and that kids today are "'me' oriented and don't seem to have respect for anything or anybody." She mentioned the one thing that gets in her way as a parent is the "change in values and social mores." She also feels that most of the parents in her community are "too busy to take time for their kids" and that the biggest problem her family faces today is "from outside pressure." She reported that her experience as a parent had been worse than or more difficult than she had expected due to her adopted son, but rated her overall experience as a parent as clearly positive. She was generally satisfied with herself and her husband as parents and rated them very high on communication with one another.

In general this parent seemed to have clear and thoughtful answers to the vignettes. There was confidence in her responses and strong support for the children, but one that appears to be less intimate or personal than the kind of support another parent may give. She was not emotionally reactive to any of the vignettes, and in fact, described herself as someone who "doesn't sweat the small stuff." She does seem to be more controlled than other parents interviewed, and her profile of individual factor scores and responses to the sentence completion suggest a kind of "disappointment" or "discouragement." In the comments at the end of the survey she "found that as I get older some of the childhood values I discarded are becoming important to me again as I see the need in my children for the old-fashioned security and limits as opposed to freedom too soon."

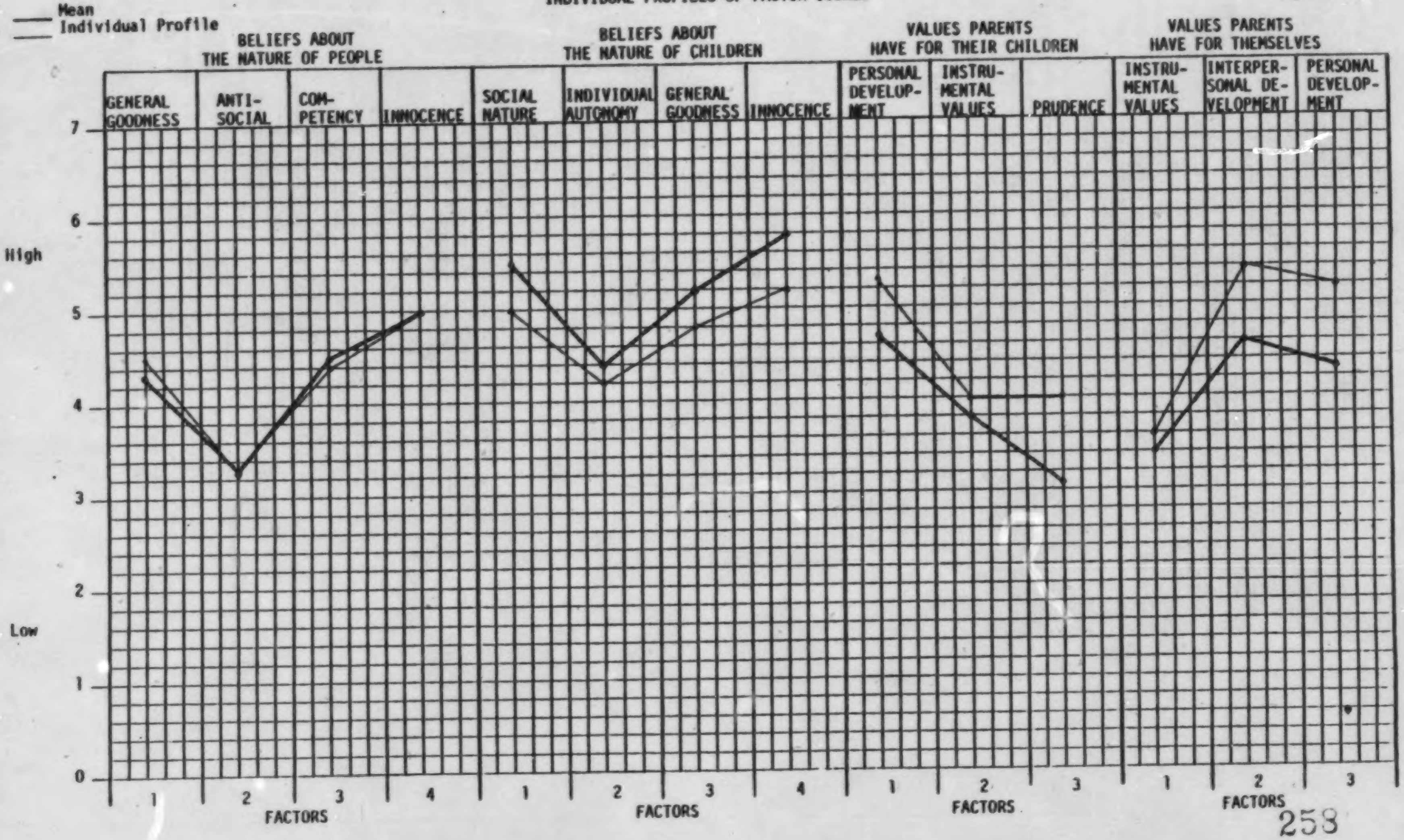
INDIVIDUAL PROFILES OF FACTOR SCORES

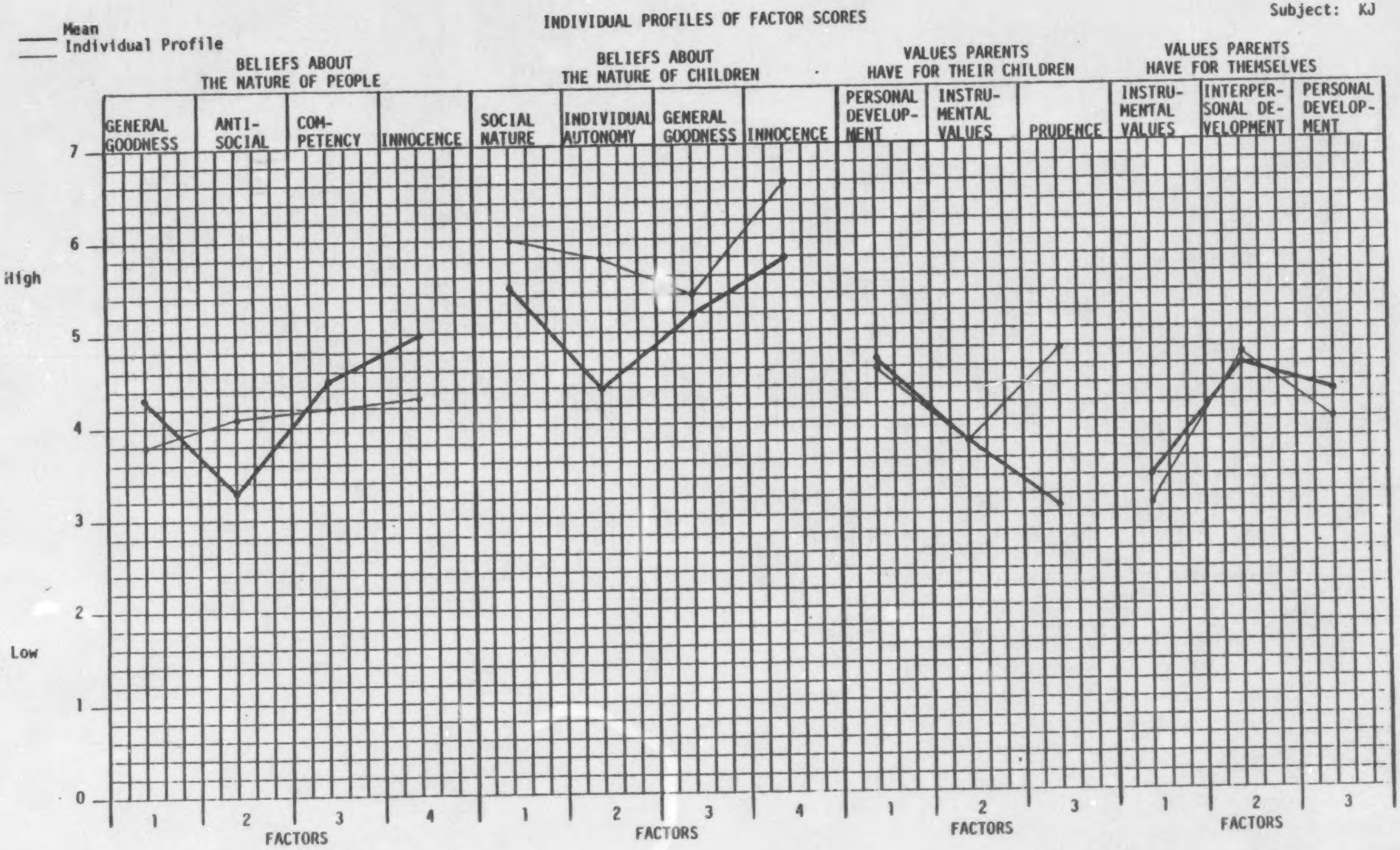
Subject: LN



INDIVIDUAL PROFILES OF FACTOR SCORES

Subject: JG



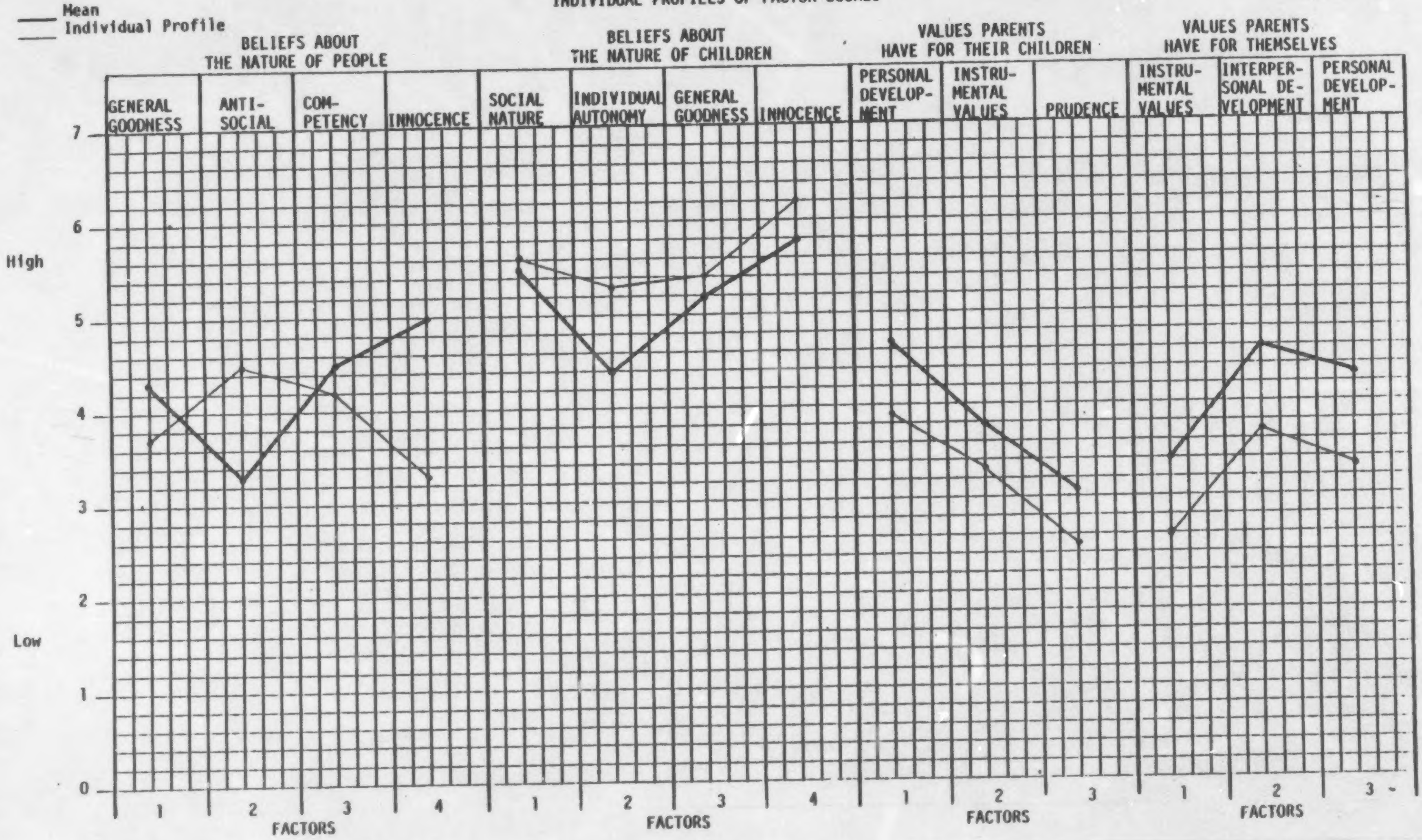


INDIVIDUAL PROFILES OF FACTOR SCORES

Subject: KJ

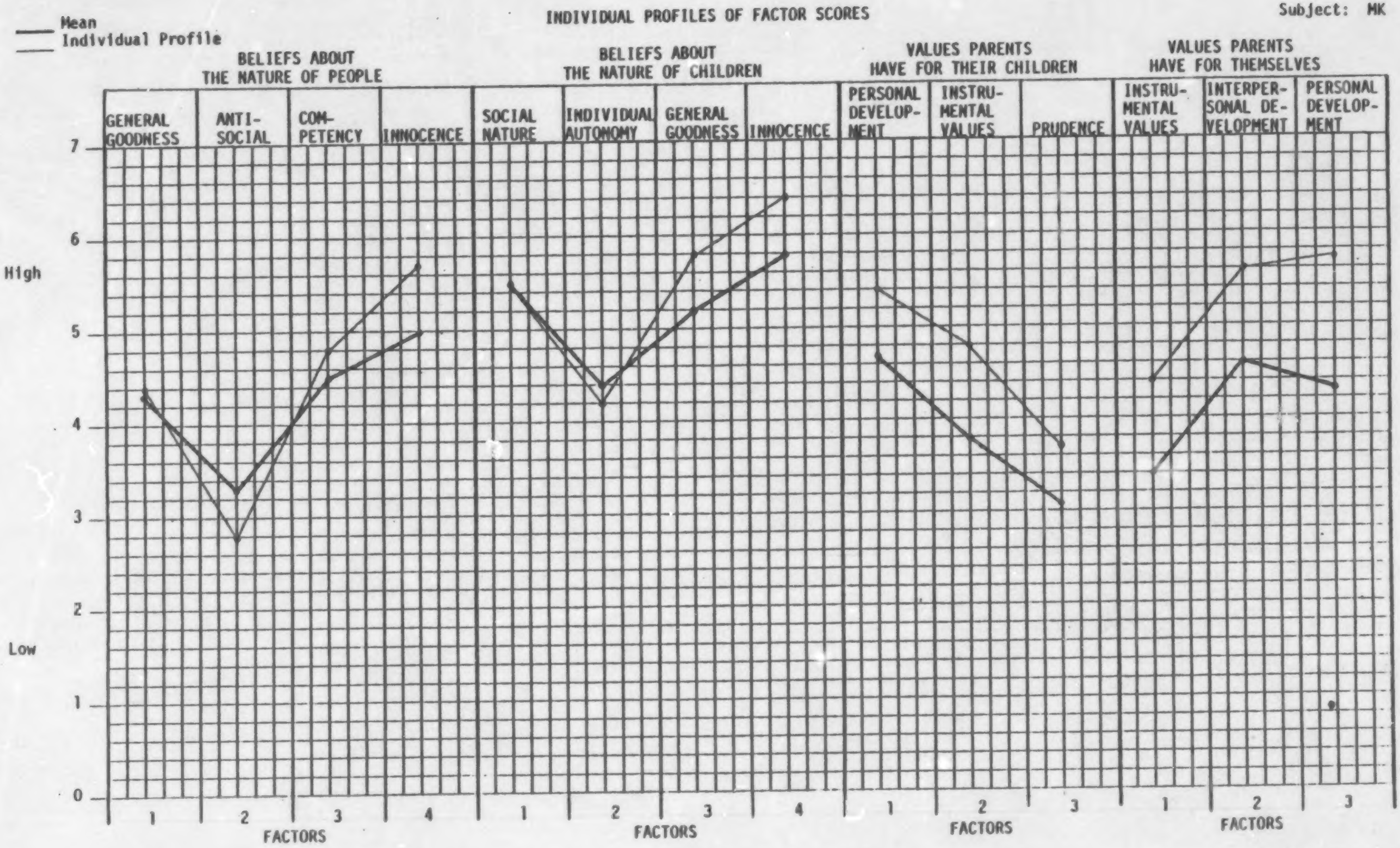
INDIVIDUAL PROFILES OF FACTOR SCORES

Subject: BH



INDIVIDUAL PROFILES OF FACTOR SCORES

Subject: MK



APPENDIX D

PARENTS AND CHILDREN TOGETHER

INSTRUCTIONS:

The following stories describe some different situations that could come up between parents and children. Please pretend you are the parent of the child presented in each story. Some of the children in the stories will be older or younger than your own children. Please go ahead and pretend that you are the parent of that child. After listening to the story, tell me exactly what you would say and do. There is no right or wrong answer, so please don't be concerned with that. Just tell me what you would really say or do in each situation.

Story 1

Chuck, your three year old son, has been very quiet. You just found him coloring on the walls.

a. You would: ______________________________

b. Reasoning behind response: ______________________________

c. What would your response be if this were your daughter? ______________________________

d. What would your response be if Chuck were:

5 years old ______________________________

9 years old ______________________________

e. What are the thoughts and feelings of the people in this story?

Chuck ______________________________

Parent ______________________________

Comments:

Story 2

Your ten year old daughter has been studying for a math test she is dreading. The morning of the test you notice her stalling around, about to be late for school. When you remind her to hurry up and go to school, she says she is sick.

a. You would: ____

____

____

____

b. Reasoning behind response: ______________________________

____

____

c. What would your response be if this were your son? ____________

____

d. What would your response be if your daughter were:

15 years old ______________________________________

____

e. What are the thoughts and feelings of the people in this story?

Daughter ____

____

Parent ____

____

Comments:

Story 3

Your four year old son, Willie, has been working on a puzzle. Even though the puzzle is not too hard for him, he is starting to get angry with it. He just threw a puzzle piece on the floor and shouted at you saying, "This puzzle is stupid and so are you."

a. You would: ______________________________

____

____

____

b. Reasoning behind response: ______________________________

____

____

c. What would your response be if this were your daughter? ______________

____

d. What would your response be if your son were:

9 years old ______________________________

____

16 years old ______________________________

____

e. What are the thoughts and feelings of the people in this story?

Willie ______________________________

____

Parent ______________________________

____

Comments:

Story 4

You have been working hard all day and feeling tired. You finally sit down and begin to relax. You have started reading the newspaper or watching TV when your 9 year old yells for you to come and look at something he did in his room.

a. You would: ______________________________

____

____

____

b. Reasoning behind response: ______________________________

____

____

c. What would your response be if this were your daughter? ____________

____

d. What would your response be if your son were:

3 years old ______________________________

____

16 years old ______________________________

____

e. What are the thoughts and feelings of the people in this story?

Son ______________________________

____

Parent ______________________________

____

Comments:

Story 5

Your twelve year old son is on a city football team. He had an argument with the ccach at the last practice and now he doesn't want to play in the championship game this afternoon.

a. You would:

b. Reasoning behind response:

c. What would your response be if this were your daughter?

d. What would your response be if your son were:

8 years old

17 years old

e. What are the thoughts and feelings of the people in this story?

Son

Parent

Comments:

Story 6

Your four year old daughter, Stephanie, has a young boy and girl from the neighborhood come and visit. They have been playing in her room for the last hour or so. They have started giggling so loudly you are getting annoyed. When you open the bedroom door, you find all three of them under the bed covers with their clothes off.

a. You would: ______________________________

b. Reasoning behind response: ______________________________

c. What would your response be if this were your son? ______________________________

d. What would your response be if your daughter were:

8 years old ______________________________

12 years old ______________________________

e. What are the thoughts and feelings of the people in this story?

Stephanie ______________________________

Parent ______________________________

Comments:

Story 7

Your daughter's second grade teacher just called you and asked you why you have refused to conference with her. You have no idea what she is talking about. Apparently, your daughter has been in trouble at school and has not given you any of the notes the teacher sent home with her. As you hang up the phone, your daughter walks into the room.

a. You would: ____________________

b. Reasoning behind response: ____________________

c. What would your response be if this were your son? ____________________

d. What would your response be if your daughter were:

12 years old ____________________

16 years old ____________________

e. What are the thoughts and feelings of the people in this story?

Daughter ____________________

Parent ____________________

Comments:

Story 8

You made an agreement with your ten year old son to do a particular household job for extra money. This is the first time you have worked out a money reward for his doing any extra chores. When you inspect his work you find that he has not done a good job, yet he still expects to get paid.

a. You would: ______________________________

____

____

____

b. Reasoning behind response: ______________________________

____

____

c. What would your response be if this were your daughter? ______________

____

d. What would your response be if your son were:

6 years old ______________________________

____

15 years old ______________________________

____

e. What are the thoughts and feelings of the people in this story?

Son ______________________________

____

Parent ______________________________

____

Comments:

Story 9

Your fifteen year old daughter, Michele, wants to go to the mall and "hang out." You know that is where a lot of kids go on the weekends. Recently, there has been increasing trouble there, and you know some of the kids go there to drink, smoke pot in the parking lot, and generally look for trouble. At the same time, you know that there are also some good kids who go to the mall and meet friends, too.

a. You would: ______________________________

____

____

____

b. Reasoning behind response: ______________________________

____

____

c. What would your response be if this were your son? ______________

____

d. What would your response be if your daughter were:

13 years old ______________________________

____

17 years old ______________________________

____

e. What are the thoughts and feelings of the people in this story?

Michele ______________________________

____

Parent ______________________________

____

Comments:

Story 10

The school principal has just called you at work. Your six year old son, Ronnie, has been in a fight at school. He has a black eye and a cut lip; so does the other student. Ronnie says the other boy started it by calling him a "punk."

a. You would: ______________________________

b. Reasoning behind response: ______________________________

c. What would your response be if this were your son? ______________________________

d. What would your response be if your son were:

12 years old ______________________________

16 years old ______________________________

e. What are the thoughts and feelings of the people in this story?

Ronnie ______________________________

Parent ______________________________

Comments:

Story 11

Your 17 year old son has been working part time at the supermarket in your neighborhood. He is a cashier and makes a good hourly wage and could have employee benefits if he joined the union. The manager of the store has offered your son a job at a good salary, but he would have to work full time. Your son wants to quit school and take the job.

a. You would: ____

____

____

____

b. Reasoning behind response: ______________________________

____

____

c. What would your response be if this were your daughter? __________

____

d. What are the thoughts and feelings of the people in this story?

Son ____

____

Parent ____

____

Comments:

Story 12

You and your husband (wife) are going out for the evening. As you say goodbye to your six year old daughter, Karen, she begins to cry very hard, crying for you not to go. She doesn't seem to be sick and the babysitter has stayed with her before without any problems.

a. You would:

b. Reasoning behind response:

c. What would your response be if this were your son?

d. What would your response be if your daughter were:

3 years old

10 years old

e. What are the thoughts and feelings of the people in this story?

Karen

Parent

Comments:

Story 13

You just walked into the bedroom and saw your ten year old son taking money from your wallet without permission. You have just caught him in the act of taking your money.

a. You would: ______________________________

____

____

____

b. Reasoning behind response: ______________________________

____

____

c. What would your response be if this were your daughter? ______________

____

d. What would your response be if your son were:

5 years old ______________________________

____

16 years old ______________________________

____

e. What are the thoughts and feelings of the people in this story?

Son ______________________________

____

Parent ______________________________

____

Comments:

Story 14

It is late and you are getting ready to go to bed. You are straightening up the house a little and going to drop some school books off in your 16 year old son's bedroom. As you open the door, you find him awake and masterbating. He immediately stops and pretends like he is asleep.

a. You would:

b. Reasoning behind response:

c. What would your response be if this were your daughter?

d. What would your response be if your son were:

3 years old

12 years old

e. What are the thoughts and feelings of the people in this story?

Son

Parent

Comments:

DRAFT

Child Development

1. At what age does an infant become a child? ______

    a. At what age does a child become a young person? ______

    b. A young adult? ______

2. What is the difference between an infant and a child? ______

    ______

    ______

3. What do we mean when we say, "Oh, she's just going through a stage."

    ______

    ______

    ______

    a. Do you believe there are "stages?" ______

    ______

    b. Examples of stages ______

    ______

    c. How does a parent deal with a "stage?" ______

    ______

4. At what age do you think kids really know what is going on? In other words, at what age do children have motivations for what they do? When do they really know what they are doing?

    ______

    ______

    ______

5. Are children just little people or are they completely different? ______

    ______

    ______

    ______

Personality

1. What is personality?

   a. Can personality change?

   b. When does a child's personality take shape?

   c. What impact can parents have on a child's personality?

   d. Is personality something we are born with or something that is shaped by our experiences?

   e. Are parents responsible for the personalities of their children?

Moral Development

1. What is your definition of a moral person?

   a. What is the parents' role in the moral development of their children?

   b. When should parents being teaching their children morals?

   c. How should parents teach morals?

d. Are children born with natural morals or do all morals have to be taught?

Discipline

1. What is discipline?

a. What is the purpose of discipline?

b. What types of discipline do you use?

c. How do you decide when to use a particular type of discipline?

d. How do you and your spouse share the discipline role, or do you share it? What arrangement do you and your spouse have regarding the discipline of your child and how did you come to that arrangement?

e. Some parents use rewards as a form of positive discipline. What is your definition of a reward and do you use rewards in your house?*

(*Make sure to get information on the types of rewards used and their rationale behind using or not using rewards.)

General Questions: Family Life

1. Name some parents' rights

    a. Which of these do you take in your home?

2. Name some children's rights (in your home)

3. Do you have any house rules? If so, what are they?

    a. How do the house rules get established?

    b. Do the members of your house follow the house rules?

4. Do you have any family traditions or rituals? If so, what are they?

5. Should parents treat all of their children the same? Tell me why you think parents should or should not treat all of their children the same.

6. Which would be easier to raise, a boy or a girl? Why? ________________

____

____

7. Some people believe children are just born a certain way and there is little a parent can do to change that. Other people believe parents have more to do with children's behavior than genetics or what children were born with. I am going to read a list of characteristics and I would like for you to tell me if you think children acquire them through their parents or they are born with them.

____ laziness

____ rebelliousness

____ self-control

____ individual responsibility

____ ambition

____ respect for others

____ sharing with others

____ cheating

____ spoildness/brattiness

____ moody

____ interest in school

____ interest in sports

____ intelligence

Parent Sentence Completion

DRAFT

Next, I will be asking you to complete some sentences. I will read the first half of a sentence and ask you to complete it with the first thing that comes to mind. Just say the first thing that comes to mind that is the truth for you. There is no right or wrong answer, so don't worry about that.

1. The best thing about me as a parent is ______________________________.
2. When my children are grown, I want them to look back and say ______________________________.
3. The best way to help a child learn is ______________________________.
4. I am the kind of parent who ______________________________.
5. I want to make sure my children never have to ______________________________.
6. A good way to discipline a child is ______________________________.
7. When I get angry with my children ______________________________.
8. Some of the things I want my children to learn from my culture is ______________________________.
9. A problem I sometimes have as a parent is ______________________________.
10. When I spank my children ______________________________.
11. When one of my children has a problem ______________________________.
12. The most important job of a parent is ______________________________.
13. Kids today ______________________________.
14. The thing that gets in my way most as I relate to my child is ______________________________.
15. A parent has a right to ______________________________.

16. When my children do not like what I do ______________________________
____.

17. Most of the parents in this community ______________________________
____.

18. One person who has had a lot of influence on me as a parent is ________
____.

19. If I could give my children anything in the world, I would give _______
____.

20. I hope my children ____
____.

21. The biggest problem my family faces today is _________________________
____.

DRAFT

INTERVIEW SCHEDULE FOR PARENTS

Name: ______________________________ Mother ___ Father ___

Number of Children: 1. ____________________ Sex ___ Age ___

2. ____________________ Sex ___ Age ___

3. ____________________ Sex ___ Age ___

4. ____________________ Sex ___ Age ___

Years of Marriage ______ Religion ______________________

Income Level __________ Contact with Grandparents ______________

Contact with Siblings ______________________________

Education: Ph.D. ___ MA ___ College ___ High School ___ 9 8 7 6 5 4 3 ___

Occupation: Mother ______________ Father ________________

The following questions address a variety of issues dealing with your relationship to your children, your spouse, and yourself. They will be very global questions covering broad topics. Simply answer them the best you can. Your answers will be completely confidential. Remember, there is no right or wrong answer to any of these questions.

1. Has your experience as a parent been:

___ Better than or easier than you expected

___ Close to what you expected

___ Close enough to what you expected

___ Worse than or more difficult than what you expected

2. Your experience as a parent could be described best as:

___ Fantastic! Great!

___ Very good; clearly positive

___ O.K.

___ Somewhat disappointing

___ Very disappointing

3. How much of the time are you satisfied with yourself as a parent? Using a scale from 1 to 10, where 1 is low and 10 is high, rate your satisfaction with yourself as a parent.

1: Not at all satisfied
2: Satisfied only once in awhile
3: Satisfied very little of the time
4: Satisfied just some of the time
5: Satisfied enough of the time
6: Satisfied a lot of the time
7: Satisfied the majority of the time
8: Satisfied most of the time
9: Satisfied almost all of the time
10: Always satisfied

Rating: ______

4. Using the same scale of satisfaction from 1 to 10, rate how much of the time you are satisfied with your husband (wife) as a parent.

1: Not at all satisfied
2: Satisfied only once in awhile
3: Satisfied very little of the time
4: Satisfied just some of the time
5: Satisfied enough of the time
6: Satisfied a lot of the time
7: Satisfied the majority of the time
8: Satisfied most of the time
9: Satisfied almost all of the time
10: Always satisfied

Rating: ______

5. Again using the same scale of satisfaction, tell me how much of the time you are satisfied with how you and your spouse communicate. For instance, do you feel like you and your spouse rally talk to each other about your feelings and the things that bother one another? When you talk to each other, do you really listen to each other? So, in terms of really talking and listening to one another, tell me how much of the time you are satisfied with your communication with your spouse.

1: Not at all satisfied
2: Satisfied only once in awhile
3: Satisfied very little of the time
4: Satisfied just some of the time
5: Satisfied enough of the time
6: Satisfied a lot of the time
7: Satisfied the majority of the time
8: Satisfied most of the time
9: Satisfied almost all of the time
10: Satisfied all of the time

Rating: ______

6. Now, think of your total relationship with your spouse--everything you like and don't like about it. Using the same scale of satisfaction, how much of the time are you satisfied with your relationship with your spouse?

1: Not at all satisfied
2: Satisfied only once in awhile
3: Satisfied very little of the time
4: Satisfied enough of the time
5: Satisfied enough of the time
6: Satisfied a lot of the time
7: Satisfied the majority of the time
8: Satisfied most of the time
9: Satisfied almost all of the time
10: Satisfied all of the time

Rating: ______

7. Looking back on your own childhood, tell me how happy it was. Use a scale from 1 to 10, with 1 being not at all happy and 10 being completely happy.

1: Not at all happy
2: Hardly happy at all
3: A little happy
4: Sort of happy
5: Pretty happy
6: Quite happy
7:
8: Mostly happy
9: Almost completely happy
10: Completely happy

Rating: ______

8. Many parents have a child or more than one child that might be called "difficult." What makes a child "difficult?"

____ requires a lot of attention
____ very demanding
____ is stubborn
____ is mad most of the time
____ has hurt feelings a lot
____ unhealthy; sickly
____ is mean to others
____ slow learner
____ not nice looking

____ whines or cries a lot
____ too active
____ is clumsy
____ tries to get their own way a lot
____ is lazy, uninterested in anything
____ real smart; real intelligent
____ too independent/wants to be on their own
____ no feelings for others; unloving

8. Do you have a difficult child? Yes ____ No ____

How has raising a "difficult" child affected your experience as a parent?

____

____

9. Some parents have a child(ren) who is never a problem. What makes a child a "no problem" child?

____ cooperative child
____ loving child
____ smart child
____ easy going child
____ keeps self busy
____ hardly ever cries
____ healthy; never sick

____ always happy
____ nice looking
____ good at anything they try
____ helps around the house
____ responsible for own things
____ leaves parents alone
____ talks easily with adults or agemates

10. Do you have a "no problem" child? Yes ____ No ____

If so, how has raising a "no problem" child affected you?

____

____

____

11. Who do you go to for advice about parenting?

____ books
____ church
____ friends
____ school

____ medical doctor
____ psychologist
____ member of immediate family
____ actual class in parenting

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for
AREA FOCUS TWO

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APPENDICES
FOR
AREA FOCUS THREE

AREA FOCUS THREE
ATTACHMENTS A-E

ATTACHMENT A
PARENT EDUCATION PROGRAM SURVEY

PART I. FAMILY STRUCTURES

Using the following key, please identify to what extent your program activities, in the past twelve months, addressed issues related to various family types. Circle the number (0-4) that best describes this.

0 = not a planned program activity; never dealt with
1 = unplanned activity; dealt with informally if it comes up
2 = unplanned, ongoing self-help groups
3 = planned activity for one time only
4 = planned, series of activities

	FAMILY TYPES	PLANNED PROGRAM ACTIVITY						
a.	Stepparents	Low	0	1	2	3	4	High
b.	Single fathers, with custody		0	1	2	3	4	
c.	Single fathers, without custody		0	1	2	3	4	
d.	Single mothers		0	1	2	3	4	
e.	Separated parents		0	1	2	3	4	
f.	Divorced parents		0	1	2	3	4	
g.	Extended families (e.g., grandmother living with family)		0	1	2	3	4	
h.	Working mothers		0	1	2	3	4	
i.	Families with both parents working		0	1	2	3	4	
j.	Parents who adopt		0	1	2	3	4	
k.	Foster parents		0	1	2	3	4	
l.	Teenage parents		0	1	2	3	4	
m.	Parents of adolescents		0	1	2	3	4	
n.	First-time parents		0	1	2	3	4	
o.	Parents of school-age children		0	1	2	3	4	
p.	Parents of preschool-age children		0	1	2	3	4	
q.	Surrogate parent families		0	1	2	3	4	

PART II. TOPICS IN PARENT EDUCATION

Using the same key, please identify to what extent your program activities addressed the following list of topics in parent education.

0 = not a planned program activity; never dealt with
1 = unplanned activity; dealt with informally if it comes up
2 = unplanned, ongoing self-help groups
3 = planned activity for one time only
4 = planned, series of activities

	TOPICS IN PARENT EDUCATION	PLANNED PROGRAM ACTIVITY				
a.	Family planning (e.g., birth control)	Low 0	1	2	3	4 High
b.	Home management	0	1	2	3	4
c.	Communication skills	0	1	2	3	4
d.	Discipline in general	0	1	2	3	4
e.	Behavior management	0	1	2	3	4
f.	Intellectual development	0	1	2	3	4
g.	Bilingual education	0	1	2	3	4
h.	Self-concept and personality of children	0	1	2	3	4
i.	Wife/husband conflicts	0	1	2	3	4
j.	Peer influence on children	0	1	2	3	4
k.	Sexual role identification	0	1	2	3	4
l.	Sex education	0	1	2	3	4
m.	Parent-child home activities	0	1	2	3	4
n.	Effects of television on children	0	1	2	3	4
o.	Routine health care	0	1	2	3	4
p.	Nutrition and foods	0	1	2	3	4
q.	Children's learning disabilities	0	1	2	3	4
r.	Parenting of handicapped children	0	1	2	3	4
s.	Family advocacy (active participation in political matters concerning the family)	0	1	2	3	4
t.	Hyperactive children	0	1	2	3	4
u.	Sibling (children in family) rivalry	0	1	2	3	4

PART III. PROGRAM DESCRIPTION

1. *The organizational structure of your program is best described as: (circle yes or no)*

a.	an independent program with a paid director and clerical person	Yes	No
b.	a program operating within a larger organization (i.e., a hospital, community mental health service, Red Cross, etc.)	Yes	No
c.	an informal gathering of concerned individuals; a "grass roots" organization with little bureaucratic structure	Yes	No

2. *Funding for your program is best described as: (circle yes or no)*

a.	Mostly Federal	Yes	No
b.	Local, community-based	Yes	No
c.	State	Yes	No
d.	Highly dependent upon donations	Yes	No
e.	Based primarily on client fees	Yes	No

f. Other (please specify) ____________________

3. *Often parent education programs are associated with a larger organization. Indicate if your program is associated with the following: (circle yes or no)*

a.	Public school system	Yes	No
b.	Social service agency	Yes	No
c.	Church or other religious organization	Yes	No
d.	Private, profit-making group, i.e., PET	Yes	No
e.	Public, non-profit group, i.e., Red Cross	Yes	No
f.	No association, strictly local organization	Yes	No

g. Other (please specify) ____________________

4. *Are your program efforts directed towards a specific target group of clients, like low income families, a minority group, single parents, etc.?*

____ Yes ____ No

If yes, which target group? ____

5. *Your program activities can be described best as: (yes or no)*

a. planned series of class meetings covering specific topics Yes No

b. regularly scheduled meetings with changing topics Yes No

c. periodic (4-6 times per year) meetings with changing topics Yes No

d. occurring on a one-to-one basis between parents and staff Yes No

6. *Note the following terms and their definitions: a parent education program may include _courses_ covering specific topics. Each course consists of _class meetings_. Using the preceding definitions, please answer the next three questions accordingly.*

a. In your parent education program, how many courses are offered at once:

____1 ____2 ____3 ____4 ____5 ____6 ____7 ____8 ____9

b. Within your program, what is the average number of class meetings for the courses offered:

____1 ____2 ____3 ____4 ____5 ____6 ____7 ____8 ____9

c. How long does the average class meeting last? ____________________
(e.g., 1 hour, 30 minutes, etc.)

7. *The instructors/group leaders on your parent education program staff can be described best as: (circle yes or no)*

a. Most of the teaching staff are trained lay persons Yes No

b. Most of the staff are persons with a Master's Degree or a Ph.D. Yes No

c. Most of the staff is part-time Yes No

d. Most of the staff is full-time Yes No

e. Most of the staff are professionals in child development, social work, psychology, education, etc. Yes No

f. Most of the staff are trained nurses Yes No

8. *Do clients pay a fee to take a parent education course?*

_____ Yes _____ No

If so, would you mind telling us the amount of the fee? ______________

9. *What are the goals of your program. Please take a few minutes and write them down for us. Use the back page of the survey, if necessary. If you already have this information in a brochure or pamphlet, just attach it to this form. Thank you.*

____

____

____

____

10. *The following items deal with evaluation activities in your program. Please respond by circling yes or no.*

a.	Our staff is not trained in evaluation methods	Yes	No
b.	We do not have the time for program evaluation	Yes	No
c.	We do not have the money for evaluation	Yes	No
d.	We do an informal evaluation by gathering verbal feedback from participants at the end of a course	Yes	No
e.	We have a standard form that all participants fill out after completing a course	Yes	No
f.	Evaluation is at the discretion of the instructors	Yes	No
g.	We do a written follow-up evaluation, usually several weeks after a course has ended	Yes	No
h.	Our funding requires some kind of evaluation	Yes	No

11. *When are your courses offered? (Please check all those that apply.)*

____Mornings ____Afternoons ____Evenings ____Week-ends

12. *Are babysitting services available to parents while they attend class meetings?*

____ Yes ____ No

13. *Approximately how many clients are served in a year?* ________________

a. Approximate percent of clients not completing a course? __________

14. *Clients may have different reasons for enrolling in a parent education course. What are the reasons your clients enroll in your parent education program? (We would appreciate your best guess, knowing that it is hard to get this kind of information. Please circle yes or no.)*

a. Experiencing minor problems at home	Yes	No
b. Major crisis at home	Yes	No
c. Self-conscious decision to be better parents	Yes	No
d. General interest in the topic being covered	Yes	No
e. Lack of primary support systems or other networks	Yes	No
f. School-related issues	Yes	No
g. Client participation required to receive some other service	Yes	No

h. Other (please specify) ________________________________

15. *Do you have any other observations or comments about the clients you serve and their motivation for participating?*

____

____

____

____

____

16. *How often do clients drop out of a course for the following reasons:*

	Often	Sometimes	Rarely	Never
a. Lack of time	0	S	R	N
b. Change in work schedules	0	S	R	N
c. Child care problems	0	S	R	N
d. Lose interest	0	S	R	N
e. Lack of support from other partner, spouse, etc.	0	S	R	N
f. Get all their "answers" in the first few sessions and don't need to come anymore	0	S	R	N
g. Competing family obligations	0	S	R	N
h. Achievement of goals	0	S	R	N
i. Shyness--discomfort of being in a strange situation	0	S	R	N
j. Materials too sophisticated for client level	0	S	R	N
k. Materials not sophisticated enough for client level	0	S	R	N
l. Materials not in language of the clients	0	S	R	N

m. Other (please specify) ______________________________

17. *Do you think father participation is important?*

_____ Yes _____ No

What ideas and suggestions do you have for increasing the participation of fathers in parent education?

PART IV. PARTICIPANT DESCRIPTION

1. *About how many of your parent education participants fall into each of the following categories? Circle the number that comes closest to the percentage of your clients represented by the listed group. This will help us in our attempt to describe the current "consumers" (users) of parent education programs. We would appreciate your best estimate.*

FAMILY TYPES	PERCENT OF PARTICIPANTS SERVED										
a. Single parents, divorced	100	90	80	70	60	50	40	30	20	10	1
b. Single parents never married	100	90	80	70	60	50	40	30	20	10	1
c. Intact parents, first marriage	100	90	80	70	60	50	40	30	20	10	1
d. Stepparents	100	90	80	70	60	50	40	30	20	10	1
e. Parents of handicapped	100	90	80	70	60	50	40	30	20	10	1
f. Foster parents	100	90	80	70	60	50	40	30	20	10	1
g. Adoptive parents	100	90	80	70	60	50	40	30	20	10	1
h. Teenage parents	100	90	80	70	60	50	40	30	20	10	1
i. Other ____________	100	90	80	70	60	50	40	30	20	10	1

2. *What are the employment patterns of your program participants?*

EMPLOYMENT PATTERNS	PERCENT OF PARTICIPANTS SERVED										
a. Two parents working	100	90	80	70	60	50	40	30	20	10	1
b. One parent working, one parent at home	100	90	80	70	60	50	40	30	20	10	1
c. Single parent working	100	90	80	70	60	50	40	30	20	10	1
d. Single parent, not working	100	90	80	70	60	50	40	30	20	10	1
e. Neither parent working	100	90	80	70	60	50	40	30	20	10	1
f. One parent with two jobs	100	90	80	70	60	50	40	30	20	10	1

3. *Does your program routinely collect information on:*

Family types _____ Yes _____ No

Employment patterns _____ Yes _____ No

4. *About how many of the participants in your program are of the following racial groups? Circle the percentage that is the closest.*

RACIAL GROUPS	PERCENT OF PARTICIPANTS SERVED										
a. American Indian	100	90	80	70	60	50	40	30	20	10	1
b. Asian	100	90	80	70	60	50	40	30	20	10	1
c. Black	100	90	80	70	60	50	40	30	20	10	1
d. Mexican American	100	90	80	70	60	50	40	30	20	10	1
e. White	100	90	80	70	60	50	40	30	20	10	1
f. Other (please specify) ________________	100	90	80	70	60	50	40	30	20	10	1

5. *About what percent of your program participants fall into each of the following income groups?*

INCOME LEVELS	PERCENT OF PARTICIPANTS SERVED										
a. Upper ($40,000 or more a year)	100	90	80	70	60	50	40	30	20	10	1
b. Upper Middle ($30,000-39,000)	100	90	80	70	60	50	40	30	20	10	1
c. Middle ($20,000-29,000)	100	90	80	70	60	50	40	30	20	10	1
d. Lower Middle ($10,000-19,000)	100	90	80	70	60	50	40	30	20	10	1
e. Low (Less than $10,000)	100	90	80	70	60	50	40	30	20	10	1

6. *Please use the remaining space (and the reverse side if desired) to make any observations, suggestions or thoughts about parent education or this survey.*

____

____

____

____

____

7. *Would you like to have information regarding survey results?*

_____ Yes _____ No

ATTACHMENT B
PARENT EDUCATION PROGRAM SURVEY

51 Written-in Responses for Other Sources of Funding Item 2f on Questionnaire

Code		Comment
16252	1.	School District funds
16342	2.	Instructors subsidize costs of belonging to instructor association
16652	3.	Tuition for class
17042	4.	Title XX. Also through social services as group therapy
05731	5.	University
06131	6.	75/24 match Title XX
06331	7.	Mission-donations
06631	8.	75% Title XX, 25% donor
07441	9.	Some donations and fees
12261	10.	County, United Way
12861	11.	Special Education teacher donated time
13561	12.	Contractual
13661	13.	DHR and private donations
13861	14.	Within school program-budget balanced school
14661	15.	20% non-Federal matching share
14861	16.	Grants from private foundations
15261	17.	None
15361	18.	State and Federal
15661	19.	A regular part of our program
15761	20.	Funding decreases drastically in September
15961	21.	Have fund-raising activities
17952	22.	Church supported
20852	23.	Contract

Item 2f (Continued)

Code	Comment
21162	24. School funding
02811	25. Just a pilot effort
03421	26. Contracts with organizations receiving federal or state/ local grants
04321	27. United Way ($3,000 per year) and grants and donations
04421	28. PTA sponsored
19012	29. Specific program fees
20332	30. Tuition for PET
12461	31. State and local funding
00711	32. 20% local match
00911	33. Title XX USDA reimbursement
01011	34. Combination of a, and e
01111	35. Title XX - training
01511	36. Volunteer
01611	37. Dues $5 annually
12361	38. County, state and Federally funded
08751	39. Based partially on fees
08651	40. Federal 70%; State 30%; Local 5%
08851	41. Church sponsored
08951	42. Private school - St. Gregory's College
09051	43. Have been used as consultant to public schools - Parent Effectiveness Training federally funded
09251	44. Two state grants
09351	45. Fees occasionally charged
09651	46. Head Start
09851	47. All of the above
10661	48. Student fees

Item 2f (Continued)

Code		Comment
11161	49.	City funds, State funds, Federal funds
11861	50.	Some private and foundation money
12061	51.	Catholic Charities Dioceses of Corpus Christi

ATTACHMENT C
PARENT EDUCATION PROGRAM SURVEY

48 Written-in Responses for Association with "Other" Larger Organization
Item 3g on Questionnaire

Code		Comment
17042	1.	YMCA, Head Start
05731	2.	University
05931	3.	Classes in Health Center and Hospitals
07241	4.	New Mexico State University
07841	5.	State Home Economics Department
13561	6.	Mental Health Services
13661	7.	Systematic Training Effective Parent
14361	8.	Private, non-profit agency
14561	9.	MH/MR - County Ext. Department
14661	10.	Dallas County Community Action, Inc.
14761	11.	Region XVI Education Service Center Basic Educational Skills Project
14861	12.	Funded by Texas Department of Community Affairs
14961	13.	Regional Education Service Center
15261	14.	None
15961	15.	Private school - non-profit
17252	16.	Programs given also through a preschool I own and direct, which is many times free and open to public
20561	17.	Private nonprofit
20922	18.	Catholic school system
01911	19.	I use STEP kit (Systematic Training for Effective Parenting) at Community Education - night classes for adults sponsored by public schools - and I also free-lance
02211	20.	Cooperative Extension
02311	21.	Private nonprofit

Item 3g (Continued)

Code		Comments
02811	22.	University
03221	23.	Private, nonprofit
03721	24.	Urban League
04421	25.	PTA
04521	26.	Children's Hospital
20052	27.	Oklahoma Association of Youth Services
20242	28.	PET was taught associated with a behavioral health agency at no profit in facilities donated by a church
13161	29.	Education Service Center
12461	30.	Autonomous social service agency created to provide educational and clinical services to parents
00311	31.	Head Start - Home Start Training Center
00411	32.	We work with AB
00711	33.	CAA
00911	34.	Community Counseling Center
01111	35.	University
01411	36.	ETV
01611	37.	We have done things in school and with the March of Dimes - no formal association
20421	38.	At local health units in each parish of the state
13061	39.	Three nonpublic schools
12361	40.	Texas Agricultural Extension Service
07341	41.	Planned Parenthood Federation of America
08141	42.	Nonprofit community preschools
09651	43.	Tribal
09851	44.	State Department of Human Services

Item 3g (Continued)

Code	Comment
09951	45. U. S. Army
10661	46. College course
11661	47. Referrals, etc. come from other agencies, hospitals, schools, etc.
11961	48. Head Start Program and Title XX Day Care

ATTACHMENT D
PARENT EDUCATION PROGRAM SURVEY

120 Written-in Responses for "Which Target Group"
Item 4 on Questionnaire

Code		Comment
16532	1.	Low income
17042	2.	Head Start, Foster Parents, Abusive Parents, Parents of Juvenile Delinquents
05531	3.	Mostly low income families
05631	4.	Low income and working mothers
05731	5.	Student parents (university)
05931	6.	Low income, minority, teenagers
06131	7.	Minority, welfare eligible young mothers
06231	8.	Teenagers
06331	9.	Low-income, Black
06431	10.	College students/faculty parents
06631	11.	Low income, minority groups
0 6731	12.	Single parents
06931	13.	H.S. teachers for MS youth
07041	14.	Low income, Spanish-speaking
07141	15.	Low income
07641	16.	Families with problems of CA/N
07741	17.	Abusive parents
07841	18.	Altho one group for single moms
07941	19.	Low income families (parents of Title I children)
08041	20.	Low income
12261	21.	Women and children from families with a history of domestic violence
12561	22.	All of the above (East Austin)

Item 4 (Continued)

Code		Comment
12861	23.	Special Education handicapped children's parents
12961	24.	Families with handicapped children
13361	25.	Abusive and neglectful parents
13461	26.	Parents of abused and/or neglected children
13561	27.	Low income, child abuse/neglect clients, parents having past of psychiatric care
13761	28.	Low income
13961	29.	Minority
14061	30.	Teen mothers from all categories
14261	31.	Youth 6-17 years of age and their families
14361	32.	Low income families of Hispanic background who have children under 3 years of age
14461	33.	Low income-minority
14561	34.	Low income families
14661	35.	Low income families
14761	36.	Low income
14861	37.	Low income families
15061	38.	Low income families
15161	39.	Low income families
15261	40.	Parents of migrant and Title I eligible students
15361	41.	Parents of handicapped children
15461	42.	Low income families
15761	43.	Both low and middle income
15961	44.	Preschool parents
16161	45.	Parents of children with developmental delay
17532	46.	Low income families
17622	47.	Parents of children living in the home

Item 4 (Continued)

Code		Comment
18222	48.	Parents of adolescents
20561	49.	Low and moderate income
20922	50.	Families in a church parish
21661	51.	Handicapped, high risk, pregnant teenagers, parents of children who are identified as having suffered neglect, or abuse
02011	52.	Adolescent pregnancies
02111	53.	Premature infants and parents and caregivers
02311	54.	Handicapped/developmentally disabled children ages 0-6 years
02411	55.	Minority
02511	56.	Parents of children enrolled in public schools
02611	57.	Minority group
02911	58.	Pregnant teens and pre-parenthood emphasis in school K-12
03011	59.	Adolescent pregnancies
03111	60.	One program of two foster parents
03421	61.	Cover many diverse groups including low income
03521	62.	Title XX eligibles, elderly, day care, child abuse/neglect, handicapped, foster care, adoption
03721	63.	Low income/minority
04021	64.	Low income families
04121	65.	Parents of preschool handicapped
04221	66.	Migrant
04421	67.	All parents
04521	68.	Mid-income, normal families
04721	69.	Parents with kids in school
04921	70.	We have had all the above and middle class and wealthy families
05121	71.	Low income (Follow Through)

Item 4 (Continued)

Code	Comment
05231	72. Minority groups/low income families
05331	73. Low income families
05431	74. Parents of children of preschools, including a variety of clients
18712	75. MR-DD
18812	76. Mentally retarded/developmentally disabled
18932	77. Preschool for DD and young adult trainable MR
19242	78. Parents of Title I children
19332	79. Low income families
19432	80. Low income
20052	81. Youth and their families
16442	82. Pueblo Indians
00111	83. Teens
00211	84. Foster aprents, abusive parents, teenage parents
00311	85. Low income
00411	86. Low income families and migrant families
00711	87. Low income families
00811	88. Low income, teenage parents
00911	89. University of Arkansas student families
01111	90. Foster parent, day care staff and social service case workers
01211	91. Low income families, follow up of Head Start children
01311	92. Low income
01511	93. Children grades 1-6
01611	94. If anything, parents of young children
20421	95. All of the above
13061	96. Low income families

Item 4 (Continued)

Code	Comment
12361	97. We offer educational programs to people of all ages regardless of race, color, sex, religion, socio-economic status or national origin
08351	98. Citizens of OK - rural and urban, all ages, most are rural over 50
06531	99. We offer approximately 100 different courses in three ten-week sessions each year. Certain programs are targeted toward certain groups, but anyone can attend
01811	100. Primary age children
01711	101. Again, our varied instructors adapt our material into a wide variety of areas
08141	102. Parents of handicapped children
08651	103. Families with children under 18 and specializing in adolescents
09451	104. Low income
09551	105. Parents that have children in that school
09651	106. Low income American Indians
10051	107. Handicapped children (severe)
10151	108. Low income and handicapped
10251	109. Low income - but actually reach middle class
10451	110. Abusive or potentially abusive parents
10761	111. Expectant parents and parents of preschool children
10961	112. Middle class - healthy family
11061	113. Low income families
11161	114. Low income families
11361	115. Low income minority groups .
11561	116. Low income and minority groups
11661	117. Low income minority families. The majority of our parents are single women and many teenaged women
11861	118. Low income families

Item 4 (Continued)

Code		Comment
11961	119.	Low income families, mostly single parents (females), mostly minorities, many young mothers who are single
12061	120.	Parents in poor rural areas with children under 5

ATTACHMENT E
PARENT EDUCATION PROGRAM SURVEY

176 Written-in Responses
Item 9

Code		Comment
16252	1.	PET curriculum goals
16652	2.	To give parents a third alternative besides authorative or permissive discipline. To have open communications: active listening and the ability to confront without using roadblocks. To teach problem solving and to deal with value conflicts. Learning who has the problem.
16762	3.	Parent Effectiveness Training teaches parents specific skills to resolve power conflicts so that neither parent or child wins at the other's expense.
16852	4.	You are familiar with PET I'm sure.
05531	5.	The main goal of our program is to provide a good place for parents to keep their children while working. We strive to meet the physical, emotional and intellectual needs of the child.
05631	6.	The goals of our program are to strengthen family life and help family members make progress toward optimal physical, intellectual, social and emotional development in order to achieve or maintain economic self-support.
05731	7.	Our goal centers on facilitating parental confidence, competence & independence through exposure to child development, communication, marriage skills, etc.
05831	8.	To improve living skills and consumer skills of students enrolled.
05931	9.	1. Improve Family Relations 2. Encourage Better Parents 3. Better - Parent-Child Relationships 4. The Importance of Family Planning
06131	10.	(from description) (1) To promote optimal development of the child by educating parents to the principles and practices of effective stimulation. (2) To promote positive behavior in children by teaching parents effective behavior management techniques. (3) To assist in making the home a safer place for children to grow up by educating the parents in safety practices. (4) To promote good physical development of the child by educating parents as to the importance of good

Item 9, Continued.

Code		Comment
		nutrition, rest and exercise, and the avoidance of excessive television. (5) To promote positive parenting experience by encouraging early and extended contact for mothers and infants during the immediate post-natal period and anticipatory and on-going support at home.
06231	11.	Preparation for parenthood - to see parenthood realistically
06431	12.	(from 2 brochures) 1. Objective: Provide opportunity, stimulation, and encouragement for the maximum growth and development of each child mentally, physically, socially and emotionally. 2. Course Information: The curriculum is designed to prepare graduates for positions in the supervision and care of young children in the home and community situations.
06631	13.	(Brochure attached - no identifiable goal)
06731	14.	"...Inter. org. of single parents...who come together for mutual help so that our single parent homes can better provide a happy family environment in which to bring up our children..."
06831	15.	1. Care and supervision of neglected and abused children 2. Prevention and intervention in areas involving delinquent behavior in minors
07041	16.	(from attachment) 1. To develop a positive self-concept in the child. 2. To develop communication skills in the child. 3. To develop large muscle coordination in the child. 4. To develop small muscle coordination in the child. 5. To develop eye-hand coordination in the child. 6. To teach the child how to share and take turns. 7. To teach the child how to take care of equipment and property. 8. To teach the child how to line up, whisper and walk inside the building. 9. To teach the child how to listen. 10. To teach the child thoughtful and courteous behavior. 11. To teach the child self-control, self-direction and self-reliance. 12. To teach the child ideas of numbers, letters, size, shapes, relations and classifications. 13. To encourage creativity in the children. 14. To encourage "readiness skills in the children.
07141	17.	(attachment)...to help children from primarily low-income families overcome cultural and economic disadvantages and gain the experiences to enable them to deal successfully with the challenges of the world in chich they live. It takes into consideration the social, intellectual, physical and emotional development of the children.
07241	18.	Informal education for adults - Family education is a small part of our total program offered.

Item 9, Continued.

Code	Comment
07641	19. To improve parenting skills. To improve knowledge of child development. To improve communication skills. To improve/and give alternatives for discipline.
07741	20. We sue the "Systematic Training for Effective Parenting" program. Brochure attached.
07841	21. Parentcraft provides information and support for first time parents. Using the peer self-help approach, experienced parents lead groups of 7-15 couples. Parent group leaders receive special training and have access to the Parentcraft curriculum developed by Minn. Early Learning Design.
07941	22. To help parent better understand his children, improve communication with their children, enhance the self-image of his children, to discipline in such a way as to develop respect & responsibility, to aid a parent to help his child in school.
08041	23. Basic skill development in reading & math with supportive services in social work and guidance and counseling for children and parents.
12261	24. (Brochure attached - no identifiable goal)
12561	25. Our program deals mainly with an at risk population in East Austin. Our goal is to offer alternatives to what may have previously been ineffective parenting skills. Learning to cope with everyday crisis in what are basically poverty conditions is primary in many individuals lives. Parenting skills is an area that may not be considered important, the way we understand it to be. Our approach is to be as non threatening as possible and be as supportive as possible. It should be noted that bringing parents together for training sessions is not always successful.
12661	26. To assist parents to help their children who are having troubles in school.
12861	27. My goal is to assist the parents of my handicapped students in their knowledge and acceptance of their children.
12961	28. To increase public awareness of programs and services available to impaired infants and their families by: - disseminating literature to the general public - contacting health and medical professions - advising and coordinating with public agencies. To improve the level of functioning of visually impaired and deaf/blind children by: - identifying and assessing the needs of each child - developing an individual program for each child based on identified needs - introducing new methods of learning from his/her environment To assist parents and families to develop skills and attitudes that will enable them to become effective parents by: - providing

Item 9, Continued.

Code		Comment
		direct in-the-home instruction by a certified educator - utilizing resources available through Region One including parent groups and family services as needed - providing direct and consultative assistance in the areas of occupational therapy, orientation and mobility training, as well as family consultation, as needed To serve as a liaison between the home, school, and community agencies by: - aiding in the child's transition from home to school - providing services for children not served by an existing program - sharing information, participating in ARD Committees, and recommending appropriate instructional arrangements. (from pamphlet)
13261	29.	(from the brochure)...to provide early, voluntary help to children like these who seem headed for deeper, more serious trouble--the kind of trouble that could eventually cause them to be labeled delinquent by the court.
13361	30.	To make the parent aware of good nutrition habits; alternate discipline plans; hygiene; etc.
13461	31.	Prevent child abuse &/or neglect. Provide alternate role model for parent
13561	32.	The Pre-Therapeutic Nursery goal is to promote stable home conditions/develop children's skills, reinforce culture, heritage and language. Inclusive of strengthening parenting skills development for parents.
13661	33.	Improve communication skills and introduce natural and logical consequences as a method of discipline. To help parents understand the goals of misbehavior.
13761	34.	(Brochure attached--no stated goal)
13861	35.	1. To help parents understand ways of communicating with their child and 2. Help parents let child be more responsible 3. Change takes place in parent as well as child for positive home situation. Proved!!
13961	36.	Program of child development
14161	37.	As a public social service agency we must rely heavily on participation by people to serve as foster parents. Financial reimbursement is minimal and we feel somewhat limited in what we can demand of our participants. Therefore, educational programs offered in a more formalized group setting are being offered usually at the request of the foster parent. Educational efforts are aimed at improving parenting skills and giving the foster parent insight into the child's behavior while equipping them with additional alternatives to handling problems. Evaluations are done at the end of such a session and foster parents are continually asked what problems need to be discussed, what are problem areas, etc.

Item 9, Continued.

Code		Comment
		A lot of individualized training is also conducted in one-to-one contact between parents and workers. Individual probs. are identified and time is spent working on those problems. If enough people identify a common area of concern, a formal training session may be planned to address that issue.
14261	38.	(1) Public education (raising community awareness of local juvenile problems and solutions; assisting juveniles in assessing needs and determining solutions; disseminating info. to community on current issues and family problem areas) (2) prevention of juvenile delinquency (3) alternatives to incarceration (4) counseling/ rehabilitation of status offenders (5) family therapy
14361	39.	To enhance the parents' awareness, knowledge and skill in the area of child growth and development (birth through 5) so that they can optimize their young children's learning and development at home and community. To enhance the parents' self-esteem and sense of identity as persons and as parents.
14461	40.	- To actively communicate with each and every parent in the program - to act as a liaison between school and parent - to train parents on how best to help their children become better students
14561	41.	(from attachment) Home-Based Program Objectives: To involve parents directly in educational development of their own children. To help strengthen in parents their capacity for facilitating the general development of their own children. To demonstrate methods of delivering comprehensive Head Start type services to children and parents (or substitute parents) for whom center-based program is not feasible.
14661	42.	1. Children will be exposed to a stimulating environment that will enhance their social, emotional, intellectual and physical growth and development in the Center and home environment. 2. Parents will participate in Child Growth and Development to receive benefits of effecting parenting skills. 3. To provide a preventive Health and Nutritional service program.
14761	43.	To get to know yourself better. To get to know your child better. To use this knowledge in making decisions about how to raise your child.
14861	44.	To change children's behavior by changing parent behavior.
15061	45.	The overall goal is to bring about a greater degree of social competence in children of low income families. By social competence is meant the child's every day effectiveness in dealing with both present environment and later responsibilities in school and life. Social competence takes into account cognitive and intellectual development, physical and mental health, nutritional needs, and other factors that enable a developmental approach to helping children.

Item 9, Continued.

Code	Comment
15161	46. (from attachment) General Objectives: To develop definite plans for getting parents involved in total plans and planning for their children. To develop a dynamic, cooperative partnership with the home and school in the education of each child. South Plains Parent Involvement Plan is designed to meet the performance standards, as well as, our local goals and objectives for Head Start families and their children.
15261	47. 31% of Title I and Migrant parents in Title I and Migrant-funded instructional components, will, on the average, participate in one or more hours of school sponsored activities as documented by records.
15361	48. To help parents reach a better understanding of themselves and their handicapped child.
15461	49. Educate the parent so that he in turn will get involved in his child's education.
15661	50. As day care providers our goal is to help parents to know how to help their children grow properly both physically and emotionally. To help the child develop to his full potential is our main goal and we seek to help parents understand their role in their child's development.
15761	51. To provide prevential mental health through community educational programs.
15961	52. St. George's Episcopal School Parent Organization - is a fund raising, social, and educational oriented group. Our main purpose is to support the school and each other.
16161	53. (from attachment) Objective of Program: The Infant-Parent Program serves children with developmental delay, age birth through three years, and their families. The long range mission of the program is to aid each child, with his family's help, to reach his full potential. Further, the program is aimed at keeping all handicapped children in their family setting in the community.
17152	54. To develop better communication and understanding between parent and child. For the parent to be able to recognize a potential problem about to arise with his child and if a problem does arise then to be able to handle it through open communication resulting in satisfactory problem solving with both parent and child. Also one of the most important aspects of PET is to have the child identify his own problem and be able to deal with it and solve it in his own way.
17252	55. Some of our goals - To expose family members to better communication skills. To all ow a leader directed group to interact and discuss new ways to see themselves and the child. Broaden their skills that meet practical daily life. Positive self image growth.

Item 9, Continued.

Code		Comment
		Looking at options. Better time management. How we fit in social structure and explore areas of improvement w/peers, leaders or management.
17422	56.	Teach parents skills of assistance to help others and confrontation skills to help self. Develop a win/win attitude in human relationships and give people a handle on skills to make win/win work.
17532	57.	To train parents and to have them realize that they are their child's teacher too--
17622	58.	. Teach effective communication skills. . Empathy training. . Giving training in interpersonal skill development part. bet. parents and children.
17762	59.	PET Philosophy
17822	60.	(Brochure attached - no stated goal)
17952	61.	Goals are those of Parent Effectiveness Training and Couple Communication
18062	62.	The training of parents in very specific skills.
18162	63.	To develop specific skills believed helpful in maintaining and enhancing the parent-child relationship. To increase awareness of the child as an individual - personally and developmentally.
18222	64.	Teach effective communication skills between and among adolescents and their families to reduce problem areas and facilitate family growth.
20561	65.	Achieve or maintain economic self-support to prevent, reduce or eliminate dependence; achieve or maintain self-sufficiency to reduce or prevent dependency; preventing or remedying abuse, neglect or exploitation of children and adults unable to protect themselves, or preserving, rehabilitating or uniting families.
20852	66.	See attachment. (Nothing attached)
20724	67.	To foster good mental health of local community residents through studies of potential problem areas in parenting.
20922	68.	Better communication between parent and child.
21062	69.	(Brochure attached - no stated goal)

Item 9, Continued.

Code	Comment
21162	70. The main goals of the program are (1) to improve communication between the school and the parent, (2) to encourage more involvement by the parent, (3) to encourage parents to set up parent teacher conferences at regular intervals, and (4) to enable opportunities for feedback between the school counselor and parents relative to the school's activities in the educational, social, and career domain efforts of the total guidance program.
21324	71. (Brochure attached - no stated goal)
21324	72. To train currently employed social workers of the Division of Family Services in skills and techniques of working with neglected dependent, and abused children, their families and their foster families.
21542	73. See attached brochure. (Nothing attached)
01911	74. (Brochure - no stated goal)
02011	75. Teach parenting skills. Reduce adolescent pregnancies. Allow for responsible decision making.
02111	76. Improved parent-premature infant interaction short-term, with trained lay-home visitors and focused medical visits.
02211	77. (See enclosed page) Objectives: To help individuals and families: - Develop essential skills for guiding the social, mental, emotional and physical growth of children. - Know effective ways of strengthening relationships in families. - Establish and maintain positive self-concepts. - Develop skills for making personal adjustments for moving through the stages of life.
02311	78. (From attached page) Through the Infant Stimulation, Early Intervention and Parent Training services North Hills tries to: Assist parents/care givers in increasing their understanding of their developmentally delayed or handicapped child; Promote and facilitate positive and meaningful relationships among the parents, the handicapped child, and other family members; Help parents/care givers improve and increase their skills in general child rearing and child management; Provide individual on-going assessments and programs to stimulate the child's development in all areas - gross-fine motor, self-help, cognitive, social, and speech/language; Demonstrate techniques of developmental and therapeutic stimulation and help parents/care givers gain skill in the techniques.
02511	79. See attached. (Nothing attached.)
02611	80. To work with any group (administrators, teachers, support personnel or parents) who impacts on students, especially minority students, to reduce overall disciplinary sanctions and to reduce the disproportioality of minority disciplinary sanctions in the public schools.

Item 9, Continued.

Code	Comment
02711	81. See Attached. (From attachment) Session I. Self Esteem for Parent and Child. Goals: To provide self esteem building climate and experiences for participants. To help participants be aware that self esteem is the key to a happy, productive life for their children. To help participants be aware that they will need to work on their own self esteem if they are to be able to help children with theirs. Session II. Promoting Esteem in Self and Others. Goals: To see that critical words and actions promote low self esteem. To see that nurturing words and actions promote high esteem in self and others. Session III. All Feelings are OK. Goals: To begin to recognize and share feelings. To be aware that all feelings are OK. To be aware of constructive ways of handling feelings. To be aware of how we try to escape feelings. Session IV. Showing Acceptance of Feelings in Self and Others by Listening Goals: To experience the value of and gain skills in listening for feelings in self. To experience the value of and gain skills in listening for feelings in others. Session V. Destructive Behavior Needs to be Prevented or Stopped. Goals: To learn how to prevent unwelcome behavior in self and others. To learn how to stop unwelcome behavior in self and others. Session VI. Dealing with Behavior and Other Problems. Goals: To learn to state and follow through a plan of action if unwelcome behavior continues. To consider natural and logical consequences rather than punishment. To experience democratic problem solving methods. Session VII. Nurturing Parent Helps Clarify Values. Goals: To understand Nurturing Parent and Critical Parent approaches to values. To understand and experience values clarification methods. Session VIII. Sexuality and Intimacy. Goals: To help participants deal with their own sexuality. To enable participants to help children feel comfortable with their sexuality. To introduce valuable sources of materials for sex education of children, youth and adults.
02811	82. (1) To teach communication skills to parents. (2) To encourage parents to have weekly family meetings with their children. (3) To give parents information on social and moral reasoning in children.
02911	83. To reduce adolescent pregnancy and increase positive parenting through education (Parenting Ed. in public schools K-12) and direct intervention education and services for pregnant adolescents.
03011	84. The prevention of adolescent pregnancies and thereby decreasing the incidence of developmental disabilities to infants born of these pregnancies.

Item 9, Continued.

Code	Comment
03111	85. Teach the importance of high self esteem for both parents and children. More effective ways of communicating with children and discipline to enhance self esteem.
03221	86. The goal of The Family Tree is to provide a positive and informed approach to parenting, offering ideas, techniques, and information to area parents and others responsible for child care.
03321	87. Understanding child development. Guidance-behavior management
03421	88. Human Relations Courses: Prevention - Education Psychotherapy/Counseling: Evaluation/Crisis Intervention/Remedial
03521	89. Please refer to question #4. (#4) Title XX eligibles, elderly, day care, child abuse/neglect, handicapped, foster care, adoption.
03621	90. (From "Community Services Courses" pamphlet) The goals of the American Red Cross Community Services courses are to promote individual well-being, to save human lives, and to prevent or reduce human suffering....
03721	91. The Parent Child Development Center Project has the primary goal of providing a variety of supportive systems for families with very young children.
03921	92. See enclosure. (No stated goals in enclosure)
04021	93. Health education and nutritional counseling
04121	94. (From brochure) Objective: . The Model Preschool Program for a home approach to early childhood education is an innovative program established to study the effects of parent, child, home and trainer interaction in the development of the exceptional child. . The intended performance objectives are to demonstrate the organization, development and implementation of an early education program within the home that enables children who have developmental deficits to function successfully in school programs.
04221	95. Provides supplementary services to be coordinated with foundation programs for children of migrant workers. An emphasis is placed on training PAC personnel.
04321	96. Promoted primary prevention in the area of family - provide places for parents to get help in the community and educate the community to the fact that every parent sometimes need help and parental functioning can be enhanced.

Item 9, Continued.

Code		Comment
04421	97.	Parenting in general - nutrition, drug and substance abuse - public education, problems and solutions - teenage pregnancy.
04521	98.	Help parents develop competence and confidence in their roles; Reduce potential for neglect/abuse; Provide support and relieve sense of isolation in new parents.
04721	99.	This is one program under a total state program.
04821	100.	(1) Drug information for parents. (2) Communication skills for parents - pre teen-teen in area of substance or chemical awareness and use.
04921	101.	- To communicate better thru learning comm. skills - To appreciate themselves more, as persons - To develop a practical, Christian spirituality
05021	102.	See enclosures (Nothing enclosed)
05121	103.	1. To help parents learn to help themselves. 2. To educate parents to help teach their children at home.
05231	104.	1) Adequate dental and medical services for the children in the remainder of their infant and pre-school years. 2) Systematic Cognitive Stimulations for pre-schoolers. 3) Exposure to social learning situations through Social Action Activities.
05331	105.	Our day care program is not primarily a parent education program, however we do provide parent education on a regular basis. The goal is to prepare parents to assist in the learning processes of their own children.
05431	106.	Classes will be offered in "Coping with Kids." Through parent meetings parents will be more aware of childs developmental age and the program planned for him/her. Parent meetings will include discipline, dev. etc. Parents will volunteer in center.
18342	107.	Current brochures are at the printers; copies available on request in Fall '80. Basic goals are to increase awareness of family relationships and strengthen communication within the family. We intent to develop a discussion base among family members so that problem solving can be accomplished within the family unit. Effectiveness courses (Parent, Youth ET Women, Teacher) are primarily skill base oriented around communication skills. Other programs goals are designed to meet the existing need ie - increase information on sexuality or child development; develop ability to reduce stress etc!
18462	108.	Develop health relationships through effective communications.

Item 9, Continued.

Code		Comment
18562	109.	1) To teach communication skills to parents. 2) To establish good relationships between parents and children. 3) To develop a positive self image in children. 4) To enable individual to get their needs met
18662	110.	To train parents in communication skills. Course includes Active Listening; composing and sending "I" messages (stating clearly one's concerns and feelings about problems affecting him); and methods of conflict resolution.
18712	111.	Teaching parents of MR-DD children to control and teach their children at home.
18812	112.	To increase communication skills and improve behaviors of clients. The major goal is to generalize communication skills from the classroom to the home environment.
19012	113.	I work with a YMCA program - all our programs deal with strengthening the values of participants. We also have programs to strengthen family ties - we have no formal Parent Training classes as such. All programs work toward YMCA goals--
19152	114.	PET focuses on communication skills, problem-solving methods, goal setting
19242	115.	1. To develop better communication skills. 2. To develop better ways of managing children's behavior. 3. To develop better relationships between parent and child.
19432	116.	To improve relationships between parent and school and parent and child. To encourage home learning.
19522	117.	Parent education - individual counseling - family-marital counseling - group counseling primarily adolescents. Crisis help. GED alternative school
19612	118.	Harmonious parent/child relationships.
19722	119.	To help provide parents and children with the necessary skills whereby more intimate relationships can be fostered providing for the greatest possible growth to all involved.
19922	120.	Providing parents with alternatives to punishment and with information on child development and communication skills.
20052	121.	1. Improve communication skills. 2. Offer alternative skills. 3. Provide a "sharing" atmosphere to enhance participants experience. 4. Educate participants to all of our agencies programs.

Item 9, Continued.

Code		Comment
20142	122.	Awareness of what we are doing and how to reinforce or remove some of our actions - Active Listening - "I" messages and value collisions.
20242	123.	Improve family relations, communication. Decrease behaviors that lead to alcohol and drug abuse, child abuse, divorce and juvenile delinquency.
13161	124.	To provide awareness about services and diagnostic assistance in particular problems.
12461	125.	I. To provide opportunities for Tarrant County residents to acquire the attitudes, knowledges, and skills necessary to perform the role and functions of parents. II. To provide resocialization experiences for abusive and neglectful parents. III. To prevent child abuse through education and reeducation of parents. IV. To provide opportunities for collaboration of professional and volunteer workers in preventing child abuse.
00211	126.	Increase the number of homes equipped with the skills and knowledge to deal effectively with the many needs of foster children. Increase the number of agency staff that are equipped with the knowledge and skills essential in assisting foster parents, foster children and biological parents. Develop a variety of substitute care placements equipped to deal with the special, specific needs of particular children, and assure appropriate placements. Reduce the number of disrupted placements due to foster parents' inability to deal effectively with the problems and behaviors of foster children. Give foster parents some basic information about foster care including agency policies, roles and responsibilities of both foster parents and workers. Sensitize foster parents to the kinds of situations, feelings and reactions that are apt to occur with foster children and their own families. Establish a "team approach" between service specialists and foster parents, resulting in increased empathy, communication and a more efficient working relationship. Establish a more effective home study process. Develop greater self awareness on the part of the foster parents: awareness of their own strengths, limitations, emotions, and personality characteristics. Affect behavior so that foster parents will better fulfill the function of their role and will feel comfortable in that role. Establish group identification with other foster parents who can be supportive and understanding and can work together to improve substitute care. Stimulate the desire for further learning in both foster parents and agency personnel. Train foster parents to participate in case planning, aiding Permanency Planning and moving children out of foster care more efficient[illegible] Develop opportunities to update foster parents on the changing nature of foster care. Give foster parents opportunities to learn about the specific needs of children in their home. Give foster parents continued reinforcement for previous

Item 9, Continued.

Code		Comment
		education. Develop a system for rewarding those foster parents who go the extra mile by fostering children with specific needs, who require more skills and training than the average child.
00411	127.	The overall goal of Headstart is to bring about a greater degree of social competence in disadvantaged children. Headstart is a comprehensive child development program.
00711	128.	Attachment. (Nothing attached)
00811	129.	Self-sufficiency for parents/adequate physical and emotional environment for child.
00911	130.	To help 1st time student families better cope with the new situations that arise with a child. To offer visual and verbal knowledge of the many ways parents may deal with family-child related problems and enrichment.
01011	131.	We use STEP Program.
01211	132.	The parent meetings of our program are developed around the needs and interests of parents as well as to increase their work skills and communication skills. This improvement in the parent's life is seen as a way to improve the student's life style and achievement.
01311	133.	(1) To enable parents to become better educated so they help themselves and their children better. (2) To bring about better interpersonal relationships.
01411	134.	We do "one-time" parenting presentations for high school students, P.T.A., in-service for teachers, etc. in connection with the parenting series "Footsteps" which our station airs. I also do workshops for jr. high on self-concept and values.
20421	135.	At each health unit located in each parish of the state we hold child health clinics, maternity clinics, family planning clinics and etc. At all we give as much education in reference to that particular clinic setting as possible.
13061	136.	. To provide parents with the training and information needed to work in conjunction with the school's Title I reading program. . To provide parents with physical support.
12361	137.	See attachment. (No stated goal)
11761	138.	Brochure attached. (No stated goal)
10861	139.	1) Increase parents knowledge of child development. 2) Improve parents and childrens ability to communicate
08451	140.	See attached pages (No stated goal)

Item 9, Continued.

Code		Comment
08751	141.	(From attachment) The business of the Skills for Living program is: To provide informational programs and learning opportunities in a group setting to strengthen individuals and families so that they may deal more effectively with individual, family and social change.
08351	142.	To reach busy young families with a meaningful state-wide thrust project - The family and TV. Increase awareness of coop extension service.
07341	143.	1. To provide family planning services to all interested persons. 2. To promote family planning in community.
06531	144.	Goals for each class are determined by the professional person teaching the class.
04621	145.	1. To provide parenting skills to parents to better assist the child in total development. 2. To improve the overall education program by assisting parents, teachers and counselors in providing the best developmental atmosphere for children.
01811	146.	Consult, coordinate, and counsel with primary age students, school staff, and parents to promote the healthy social, emotional, and educational adjustment to school.
01711	147.	See attached brochures. Goals of Program: To strengthen families. To prevent crisis. To promote healthy relationships.
00611	148.	Adolescent sexuality - communications between adolescents and parents - pressures, anatomy and physiology - availability of B/C.
08651	149.	Attached (No stated goal)
08851	150.	Skill training, support
09051	151.	Interpersonal Relationship Skills increase. Time management skills increase. Problem Identification and solving techniques to increase understanding, acceptance, and tolerance within individuals or groups. Listening skills to increase understanding.
09151	152.	To provide P.E.T. for our Extended Family foster parents.
09251	153.	I instruct parent how to use educational toys. I teach parents how to teach their children. I show them the value of play as a learning experience.
09351	154.	To provide educational, informational, discussion format designed to increase awareness of current problems. To encourage the thought that libraries can provide a multi diverse role beyond books.

Item 9, Continued.

Code		Comment
09551	155.	A need for parent volunteers in teaching. Teachers and parents working together with the child.
09651	156.	To help families and children adjust to society. Through center based programs and parent training.
09851	157.	Our center evaluates children with multi handicaps, school problems, behavior problems, emotional problems. Treatment is usually referred out when local resources are available. We do a limited amount of treatment, usually short-term.
09951	158.	1. To educate parents in parenting skills, 2. Behavior change techniques, 3. Esteem-Building and peer pressure dynamics.
10051	159.	In addition, to the pamphlet, parent groups are held on a regular basis in the form of support groups and educational groups, teaching behavior management techniques and social skills regarding severely handicapped children. (From the pamphlet) C.E.P.'s purpose is... 1. To find and identify infants and young children with conditions which might affect their school performance. 2. To screen, assess, and provide needed services to infants, preschool children, and children cho are unable to attend the public schools. 3. To compile and discuss information with parents to provide the best program for each individual child. 4. To maintain developmental data to help in appropriate placement upon entering school. 5. To provide parents with lists of community resources.
10151	160.	Pamphlet enclosed. (From pamphlet)...to strengthen the ability of a disadvantaged child to cope with school and the child's total envirnoment....
10251	161.	To help parents increase knowledge and skills in parenting. To help parents build positive self-esteem in their children. To be a resource for parents to support them in the difficult job of effective child rearing.
10351	162.	1) Avert family breakdown; 2) sensitize parents to need for acquiring skills; 3) provide peer support; 4) suggest and teach new coping skills - enlarge choices; 5) help all family members get needs met.
10451	163.	The prevention of child abuse. Objectives include: to improve self esteem, communication skills, to gain a feeling of belonging - stop isolation patterns, to gain parenting skills, knowledge of problem solving, and to provide an atmosphere where new knowledge and skills can be tried and rehearsed. We offer Parent Anonymous self-help groups and classes in parenting educ.
10551	164.	See attached copy. (From copy) Major goals include fostering positive parent-child relationships, enriching the environment and increasing the quality of life for children.

Item 9, Continued.

Code	Comment
10661	165. (See attached) (From attachment) General Course Objectives: 1. Student will be able to define the term behavior and the term misbehavior. 2. Student will learn how the child's family influences behavior. 3. Student will learn how emotions can effect the behavior of children both positively and negatively. 4. Student will learn about the fallacy of the "good parent" and other mistaken concepts. 5. Student will acquire at least three effective communication techniques. 6. Student will learn the concept of problem ownership. 7. Student will learn the four basic goals of children's misbehavior. 8. Student will obtain the basic ingredients for building positive relationships. 9. Student will learn the techniques to use for becoming a responsible parent. 10. Student will obtain skills for conducting a family meeting. 11. Student will learn the "games children play" and how to deal with them effectively. 12. Student will obtain the skills for implementing natural and logical consequences.
10761	166. Support for the family. Education for parents, for birth, for parenthood.
10961	167. Refer to attached information. (From attachment) Goal: To promote healthy family development by providing parents with the knowledge, skill and attitude necessary to recognize, maintain and improve their children's environment in order to optimally fulfill their physiological and psychological needs.
11061	168. See information booklet. (Nothing attached)
11161	169. 1.) To familiarize the parent with the basic social, emotional, and cognitive needs of young children as well as practical ways in which these needs can be met through the family. 2.) To provide assistance, information, and support to parents for the purpose of alleviating problems and obstacles that may impede improvement of effective parenting skills. The parent's tension producing problems must be relieved to promote effective parenting and prevent child abuse and neglect.
11261	170. Texas families acquire information about and develop skills in parenting and child development.
11361	171. To provide clients with information in order that they can make informed decisions about their own and their children's health behaviors.
11561	172. Attached (No stated goal)
11661	173. See attached brochure (No stated goal)
11861	174. 1. Provide maximum early childhood and family development program for 172 children and their families. Some children are enrolled in child development center and some are enrolled in a home based education setting.

Item 9, Continued.

Code		Comment
11961	175.	See pamphlet (Nothing attached)
12061	176.	To give parents in rural areas a better understanding of the needs and ways to achieve better child development.

AREA FOCUS THREE

TABLES 8-63

TABLE 8

Profile of PEPs in Arkansas: Description of Participants

(n = 35)

		Mean Percentage
1.	**By Family Types**	
c.	Intact parents, 1st marriage	48.44
h.	Teenage parents	31.80
a.	Single parents, divorced	30.08
b.	Single parents, never married	24.13
e.	Parents of handicapped	23.11
d.	Stepparents	22.33
f.	Foster parents	18.27
g.	Adoptive parents	6.81
i.	Other	1.14
2.	**By Employment Patterns**	
a.	Two parents working	39.68
b.	One parent working, one at home	38.41
c.	Single parent, working	27.25
d.	Single parent, not working	22.48
e.	Neither parent working	11.52
f.	One parent with two jobs	3.90
3.	**By Racial Groups**	
e.	White	65.00
c.	Black	34.66
d.	Mexican American	7.16
d.	Asian	1.60
a.	American Indian	1.00
f.	Other	.94
4.	**By Income Levels**	
e.	Low ($10,000 or less)	50.56
d.	Lower middle ($10,000 - $19,000)	29.05
c.	Middle ($20,000 - $29,000)	27.65
b.	Upper middle ($30,000 - $39,000)	14.56
a.	Upper (over $40,000)	6.36

TABLE 9

Profile of PEPs in Louisiana: Description of Participants

(n = 31)

			Mean Percentage
1.	By Family Types		
	c.	Intact parents, 1st marriage	61.11
	h.	Teenage parents	26.62
	a.	Single parents, divorced	22.46
	f.	Foster parents	17.77
	d.	Stepparents	15.39
	b.	Single parents, never married	11.87
	e.	Parents of handicapped	11.46
	g.	Adoptive parents	10.00
	i.	Other	.32
2.	By Employment Patterns		
	a.	Two parents working	43.96
	b.	One parent working, one at home	43.57
	c.	Single parent, working	24.29
	f.	One parent with two jobs	15.28
	d.	Single parent, not working	12.40
	e.	Neither parent working	4.06
3.	By Racial Groups		
	e.	White	67.78
	c.	Black	27.22
	d.	Mexican American	12.73
	a.	American Indian	1.90
	b.	Asian	1.75
	f.	Other	.03
4.	By Income Levels		
	c.	Middle ($20,000 - $29,000)	41.41
	d.	Lower middle ($10,000 - $19,000)	29.69
	e.	Low ($10,000 or less)	28.44
	b.	Upper middle ($30,000 - $39,000)	17.18
	a.	Upper (over $40,000)	9.13

TABLE 10

Profile of PEPs in Mississippi: Description of Participants

(n = 24)

1. By Family Types	Mean Percentage
c. Intact parents, 1st marriage	37.55
b. Single parents, never married	33.20
a. Single parents, divorced	29.75
h. Teenage parents	28.68
f. Foster parents	22.00
d. Stepparents	20.94
g. Adoptive parents	15.77
e. Parents of handicapped	15.57
i. Other	5.00
2. By Employment Patterns	
c. Single parent, working	41.94
a. Two parent, working	41.22
b. One parent working, one at home	36.00
d. Single parent, not working	29.00
f. One parent with two jobs	22.75
e. Neither parent working	20.25
3. By Racial Groups	
c. Black	59.57
e. White	43.12
d. Mexican American	13.70
a. American Indian	12.00
b. Asian	1.00
f. Other	.04
4. By Income Levels	
e. Low ($10,000 or less)	70.00
d. Lower middle ($10,000 - $19,000)	29.41
c. Middle ($20,000 - $29,000)	28.10
b. Upper middle ($30,000 - $39,000)	7.60
a. Upper (over $40,000)	2.50

TABLE 11

Profile of PEPs in New Mexico: Description of Participants

(n = 20)

		Mean Percentage
1.	**By Family Types**	
c.	Intact parents, 1st marriage	45.94
a.	Single parents, divorced	25.47
h.	Teenage parents	20.50
d.	Stepparents	15.53
f.	Foster parents	12.33
e.	Parents of handicapped	11.25
b.	Single parents, never married	9.87
g.	Adoptive parents	8.75
i.	Other	6.00
2.	**By Employment Patterns**	
a.	Two parents working	43.13
b.	One parent working, one at home	38.75
c.	Single parent, working	30.12
d.	Single parent, not working	10.54
f.	One parent with two jobs	6.69
e.	Neither parent working	5.67
3.	**By Racial Groups**	
e.	White	57.56
d.	Mexican American	41.33
a.	American Indian	14.46
c.	Black	5.70
b.	Asian	1.00
f.	Other	.00
4.	**By Income Levels**	
e.	Low ($10,000 or less)	55.39
d.	Lower middle ($10,000 - $19,000)	38.00
c.	Middle ($20,000 - $29,000)	34.33
b.	Upper middle ($30,000 - $39,000)	13.67
a.	Upper (over $40,000)	3.25

TABLE 12

Profile of PEPs in Oklahoma: Description of Participants

(n = 33)

1. **By Family Types**	**Mean Percentage**
c. Intact parents, 1st marriage	55.21
a. Single parents, divorced	27.89
e. Parents of handicapped	26.14
d. Stepparents	22.56
f. Foster parents	11.77
h. Teenage parents	11.32
i. Other	10.70
g. Adoptive parents	9.90
2. **By Employment Patterns**	
a. Two parents working	43.33
b. One parent working, one at home	40.71
c. Single parent, working	22.08
e. Neither parent working	8.88
d. Single parent, not working	7.26
f. One parent with two jobs	5.61
3. **By Racial Groups**	
e. White	74.64
d. Mexican American	15.26
c. Black	13.31
a. American Indian	12.46
b. Asian	5.63
f. Other	.91
4. **By Income Levels**	
d. Lower middle ($10,000 - $19,000)	38.90
e. Low ($10,000 or less)	35.10
c. Middle ($20,000 - $29,000)	18.54
b. Upper middle ($30,000 - $39,000)	19.16
a. Upper (over $40,000)	9.19

TABLE 13

Profile of PEPs in Texas: Description of Participants

(n = 66)

		Mean Percentage
1.	**By Family Types**	
	c. Intact parents, 1st marriage	48.75
	a. Single parents, divorced	29.19
	e. Parents of handicapped	21.46
	d. Stepparents	18.80
	b. Single parents, never married	17.66
	h. Teenage parents	14.91
	g. Adoptive parents	7.32
	f. Foster parents	6.98
	i. Other	2.80
2.	**By Employment Patterns**	
	a. Two parents working	38.14
	b. One parent working, one at home	34.52
	c. Single parent, working	26.84
	d. Single parent, not working	19.85
	e. Neither parent working	11.11
	f. One parent with two jobs	8.97
3.	**By Racial Groups**	
	e. White	51.25
	d. Mexican American	30.50
	c. Black	28.47
	b. Asian	1.41
	a. American Indian	1.00
	f. Other	.38
4.	**By Income Levels**	
	e. Low ($10,000 or less)	52.33
	c. Middle ($20,000 - $29,000)	32.32
	d. Lower middle ($10,000 - $19,000)	28.53
	b. Upper middle ($30,000 - $39,000)	12.46
	a. Upper (over $40,000)	9.62

TABLE 14

Rank Order of Family Types Whose Issues are Most Commonly Addressed in Arkansas PEPs

(n = 35)

	Family Types	Mean*
p.	Parents of preschool-age children	2.57
o.	Parents of school-age children	2.48
h.	Working mothers	2.33
i.	Families with both parents working	2.13
n.	First-time parents	2.03
l.	Teenage parents	2.03
f.	Divorced parents	2.00
d.	Single mothers	1.93
e.	Separated parents	1.87
m.	Parents of adolescents	1.84
k.	Foster parents	1.71
g.	Extended families (e.g., grandmother living with family)	1.66
q.	Surrogate parent families	1.48
j.	Parents who adopt	1.30
b.	Single fathers, with custody	1.16
a.	Stepparents	1.00
c.	Single fathers, without custody	1.00

*Scale: Low 0 1 2 3 4 High; 0 = not a planned activity, never dealt with; 1 = unplanned activity, dealt with informally if it comes up; 2 = unplanned, ongoing self-help groups; 3 = planned activity for one time only; 4 = planned series of activities.

TABLE 15

Rank Order of Family Types Whose Issues are Most Commonly Addressed in Louisiana PEPs

(n = 31)

	Family Types	Mean*
o.	Parents of school-age children	2.97
p.	Parents of preschool-age children	2.86
m.	Parents of adolescents	2.38
n.	First-time parents	2.29
h.	Working mothers	2.04
i.	Families with both parents working	1.62
f.	Divorced parents	1.57
e.	Separated parents	1.57
d.	Single mothers	1.55
k.	Foster parents	1.55
l.	Teenage parents	1.48
j.	Parents who adopt	1.36
a.	Stepparents	1.21
g.	Extended families	1.12
q.	Surrogate parent families	1.04
b.	Single fathers, with custody	1.00
c.	Single fathers, without custody	.83

*Scale: Low 0 1 2 3 4 High

TABLE 16

Rank Order of Family Types Whose Issues are Most Commonly Addressed in Mississippi PEPs

(n = 24)

	Family Types	Mean*
p.	Parents of preschool-age children	3.00
h.	Working mothers	2.63
i.	Families with both parents working	2.52
d.	Single mothers	2.20
o.	Parents of school-age children	2.17
n.	First-time parents	2.13
l.	Teenage parents	1.96
g.	Extended families (e.g., grandmother living with family)	1.96
e.	Separated parents	1.83
f.	Divorced parents	1.80
k.	Foster parents	1.50
m.	Parents of adolescents	1.29
j.	Parents who adopt	1.26
b.	Single fathers, with custody	1.17
a.	Stepparents	1.09
c.	Single fathers, without custody	1.04
q.	Surrogate parent families	.96

*Scale: Low 0 1 2 3 4 High

TABLE 17

Rank Order of Family Types Whose Issues are Most Commonly Addressed in New Mexico PEPs

(n = 20)

	Family Types	Mean*
p.	Parents of preschool-age children	2.75
o.	Parents of school-age children	2.65
h.	Working mothers	2.58
m.	Parents of adolescents	2.58
i.	Families with both parents working	2.47
d.	Single mothers	2.35
f.	Divorced parents	2.11
e.	Separated parents	2.00
n.	First-time parents	1.90
a.	Stepparents	1.84
g.	Extended families (e.g., grandmother living with family)	1.53
j.	Parents who adopt	1.47
l.	Teenage parents	1.47
k.	Foster parents	1.26
b.	Single fathers, with custody	1.16
c.	Single fathers, without custody	1.00
q.	Surrogate parent families	.95

*Scale: Low 0 1 2 3 4 High

TABLE 18

Rank Order of Family Types Whose Issues are Most Commonly Addressed in Oklahoma PEPs

(n = 33)

	Family Types	Mean*
p.	Parents of preschool-age children	3.31
o.	Parents of school-age children	3.00
m.	Parents of adolescents	2.65
n.	First-time parents	2.19
f.	Divorced parents	2.17
i.	Working mothers	2.10
j.	Families with both parents working	2.10
d.	Single mothers	1.97
e.	Separated parents	1.87
g.	Extended families	1.70
j.	Parents who adopt	1.68
e.	Teenage parents	1.67
b.	Single fathers with custody	1.58
a.	Stepparents	1.57
k.	Foster parents	1.57
c.	Single fathers, without custody	1.33
q.	Surrogate parent families	1.00

*Scale: Low 0 1 2 3 4 High

TABLE 19

Rank Order of Family Types Whose Issues are Most Commonly Addressed in Texas PEPs

(N = 66)

	Family Types	Mean*
p.	Parents of preschool-age children	3.09
o.	Parents of school-age children	2.70
h.	Working mothers	2.30
d.	Single mothers	2.19
i.	Families with both parents working	2.13
n.	First-time parents	1.96
f.	Divorced parents	1.80
m.	Parents of adolescents	1.80
e.	Separated parents	1.64
l.	Teenage parents	1.59
m.	Extended families	1.38
j.	Parents who adopt	1.17
k.	Foster parents	1.17
a.	Stepparents	1.13
b.	Single fathers, with custody	1.08
q.	Surrogate parent families	.92
c.	Single fathers, without custody	.91

*Scale: Low 0 1 2 3 4 High

TABLE 20

Rank Order of Topics Most Focused Upon by Arkansas PEP Activities

(n = 35)

Topics	Mean*
Communication skills	3.38
Self-concept and personality of children	3.21
Discipline in general	3.12
Parent-child home activities	3.03
Behavior management	2.97
Nutrition and foods	2.59
Intellectual development	2.55
Peer influence on children	2.50
Sexual role identification	2.46
Sibling rivalry	2.38
Routine health care	2.36
Parenting of handicapped children	1.94
Children's learning disabilities	1.84
Wife/husband conflicts	1.81
Sex education	1.70
Family advocacy	1.55
Family planning	1.55
Effects of television on children	1.45
Home management	1.43
Hyperactive children	1.42
Bilingual education	.42

*Scale: Low 0 1 2 3 4 High; 0 = not a planned program activity, never dealt with; 1 = unplanned activity, dealt with informally if it comes up; 2 = unplanned, ongoing self-help groups; 3 = planned activity for one time only; 4 = planned series of activities.

TABLE 21

Rank Order of Topics Most Focused Upon by Louisiana PEP Activities

(n = 31)

Topics	Mean*
Communication skills	3.23
Discipline in general	3.00
Behavior management	2.97
Self-concept and personality of children	2.87
Intellectual development	2.17
Peer influence on children	2.11
Parent-child home activities	2.10
Sibling rivalry	1.90
Nutrition and foods	1.67
Routine health care	1.63
Parenting of handicapped children	1.59
Effects of television on children	1.56
Wife/husband conflicts	1.48
Children's learning disabilities	1.43
Sexual role identification	1.26
Home management	1.24
Hyperactive children	1.24
Sex education	1.14
Family planning (e.g., birth control)	.76
Family advocacy (active participation in political matters concerning the family)	.70
Bilingual education	.32

*Scale: Low 0 1 2 3 4 High

TABLE 22

Rank Order of Topics Most Focused Upon by Mississippi PEP Activities

(n = 24)

Topics	Mean*
Parent-child home activities	3.42
Communication skills	3.29
Discipline in general	3.29
Behavior management	3.29
Intellectual development	3.26
Self-concept and personality of children	3.04
Routine health care	2.63
Nutrition and foods	2.63
Children's learning disabilities	2.38
Home management	2.26
Peer influence on children	2.25
Family planning	2.21
Sexual role identification	2.21
Sibling rivalry	2.18
Sex education	2.13
Wife/husband conflicts	2.04
Effects of television on children	1.96
Family. advocacy	1.83
Hyperactive children	1.75
Parenting of handicapped children	1.67
Bilingual education	.92

*Scale: Low 0 1 2 3 4 High

TABLE 23

Rank Order of Topics Most Focused Upon by New Mexico PEP Activities

Topics	Mean*
Communication skills	3.10
Self-concept and personality of children	3.10
Discipline in general	3.05
Behavior management	3.05
Parent-child home activities	2.84
Sibling rivalry	2.55
Peer influence on children	2.42
Wife/husband conflicts	2.16
Intellectual development	1.90
Home management	1.79
Sex education	1.68
Routine health care	1.68
Parenting of handicapped children	1.68
Nutrition and foods	1.53
Hyperactive children	1.53
Sexual role identification	1.47
Children's learning disabilities	1.21
Family advocacy	1.16
Family planning	1.11
Bilingual education	1.00
Effects of television on children	1.00

*Scale: Low 0 1 2 3 4 High

TABLE 24

Rank Order of Topics Most Focused Upon by Oklahoma PEP Activities

(n = 33)

Topics	Mean*
Self-concept and personality of children	3.50
Discipline in general	3.29
Communication skills	3.21
Parent-child home activities	3.10
Behavior management	3.09
Sibling rivalry	2.70
Peer influence on children	2.57
Intellectual development	2.33
Wife/husband conflicts	2.33
Nutrition and foods	2.16
Sexual role identification	2.07
Parenting of handicapped children	2.03
Children's learning disabilities	2.00
Hyperactive children	1.90
Routine health care	1.87
Home management	1.81
Sex education	1.70
Family advocacy	1.52
Effects of television on children	1.33
Family planning	1.10
Bilingual education	.47

*Scale: Low 0 1 2 3 4 High

TABLE 25

Rank Order of Topics Most Focused Upon by Texas PEP Activities

(n = 66)

Topics	Mean*
Discipline in general	3.57
Behavior management	3.45
Communication skills	3.35
Self-concept and personality of children	3.27
Parent-child home activities	3.15
Intellectual development	2.71
Peer influence on children	2.37
Nutrition and foods	2.33
Routine health care	2.28
Sibling rivalry	2.13
Children's learning disabilities	2.00
Home management	1.90
Parenting of handicapped children	1.89
Hyperactive children	1.86
Sexual role identification	1.79
Wife/husband conflicts	1.64
Effects of television on children	1.63
Sex education	1.52
Bilingual education	1.27
Family planning	1.27
Family advocacy	1.12

*Scale: Low 0 1 2 3 4 High

TABLE 26

Profile of Independent PEPs in the Region: Description of Participants

(n = 60)

			Mean Percentage*
1.	**By Family Types**		
	c.	Intact parents, 1st marriage	50.02
	h.	Teenage parents	24.96
	a.	Single parents, divorced	24.02
	b.	Single parents, never married	21.07
	d.	Stepparents	18.22
	e.	Parents of handicapped	15.40
	f.	Foster parents	14.88
	g.	Adoptive parents	7.54
	i.	Other	4.87
2.	**By Employment Patterns**		
	a.	Two parents working	40.94
	b.	One parent working, one at home	37.30
	c.	Single parent working	29.53
	d.	Single parent, not working	19.14
	e.	Neither parent working	10.00
	f.	One parent with two jobs	6.61
3.	**By Racial Groups**		
	e.	White	61.23
	c.	Black	31.33
	d.	Mexican American	22.26
	a.	American Indian	4.59
	b.	Asian	1.68
4.	**By Income Levels**		
	e.	Low ($10,000 or less)	48.80
	d.	Lower middle ($10,000 - $19,000)	34.33
	c.	Middle ($20,000 - $29,000)	33.85
	b.	Upper middle ($30,000 - $39,000)	15.29
	a.	Upper (over $40,000)	5.27

*Percent Scale: 100 90 80 70 60 50 40 30 20 10 1

TABLE 27

Profile of PEPs in the Region who are Part of a Larger Organization: Description of Participants

(n = 129)

		Mean Percentage*
1.	**By Family Types**	
c.	Intact parents, 1st marriage	46.78
a.	Single parents, divorced	28.99
e.	Parents of handicapped	21.87
d.	Stepparents	19.77
h.	Teenage parents	19.38
b.	Single parents, never married	19.13
f.	Foster parents	14.00
g.	Adoptive parents	9.33
i.	Other	2.84
2.	**By Employment Patterns**	
b.	One parent working, one at home	38.99
a.	Two parents working	37.75
c.	Single parent working	26.41
d.	Single parent, not working	19.94
f.	One parent with two jobs	11.17
e.	Neither parent working	10.30
3.	**By Racial Groups**	
e.	White	56.74
c.	Black	32.01
d.	Mexican American	23.37
a.	American Indian	8.85
b.	Asian	2.78
f.	Other	.29
4.	**By Income Levels**	
e.	Low ($10,000 or less)	50.00
c.	Middle ($20,000 - $29,000)	32.59
d.	Lower middle ($10,000 - $19,000)	29.95
b.	Upper middle ($30,000 - $39,000)	14.00
a.	Upper (over $40,000)	9.59

*Percent Scale: 100 90 80 70 60 50 40 30 20 10 1

TABLE 28

Profile of PEPs in the Region which are Part of an Informal Organization: Description of Participants

(n = 32)

		Mean Percentage*
1.	**By Family Types**	
c.	Intact parents, 1st marriage	63.70
a.	Single parents, divorced	25.74
h.	Teenage parents	19.68
d.	Stepparents	18.75
f.	Foster parents	12.00
g.	Adoptive parents	11.43
b.	Single parents, never married	11.13
e.	Parents of handicapped	11.11
i.	Other	1.28
2.	**By Employment Patterns**	
b.	One parent working, one at home	44.27
a.	Two parents working	43.89
c.	Single parent working	26.42
d.	Single parent, not working	13.79
f.	One parent with two jobs	11.00
e.	Neither parent working	6.08
3.	**By Racial Groups**	
e.	White	73.93
c.	Black	20.32
d.	Mexican American	19.50
a.	American Indian	1.64
b.	Asian	1.00
f.	Other	.06
4.	**By Income Levels**	
e.	Low ($10,000 or less)	42.15
d.	Lower middle ($10,000 - $19,000)	42.15
c.	Middle ($20,000 - $29,000)	34.67
b.	Upper middle ($30,000 - $39,000)	18.56
a.	Upper (over $40,000)	5.23

*Percent Scale: 100 90 80 70 60 50 40 30 20 10 1

TABLE 29

Profile of PEPs in the Region Having Mostly Federal Funding: Description of Participants

(n = 86)

1. By Family Types	Mean Percentage*
c. Intact parents, 1st marriage	41.73
a. Single parents, divorced	28.94
e. Parents of handicapped	24.56
b. Single parents, never married	22.11
h. Teenage parents	21.77
d. Stepparents	18.11
f. Foster parents	14.97
g. Adoptive parents	8.26
i. Other	4.93
2. By Employment Patterns	
a. Two parents working	37.19
b. One parent working, one at home	37.17
c. Single parent working	31.54
d. Single parent, not working	19.71
e. Neither parent working	13.32
f. One parent with two jobs	8.85
3. By Racial Groups	
e. White	44.79
c. Black	38.16
d. Mexican American	31.71
a. American Indian	10.21
b. Asian	2.48
f. Other	.52
4. By Income Levels	
e. Low ($10,000 or less)	62.87
d. Lower middle ($10,000 - $19,000)	30.39
c. Middle ($20,000 - $29,000)	19.78
b. Upper middle ($30,000 - $39,000)	7.97
a. Upper (over $40,000)	4.17

*Percent Scale: 100 90 80 70 60 50 40 30 20 10 1

TABLE 30

Profile of PEPs in the Region with Mostly Local/Community Funding: Description of Participants

(n = 66)

1. By Family Types	Mean Percentage*
c. Intact parents, 1st marriage	50.79
a. Single parents, divorced	29.57
d. Stepparents	22.10
h. Teenage parents	21.52
b. Single parents, never married	21.07
e. Parents of handicapped	14.33
f. Foster parents	12.76
g. Adoptive parents	9.12
i. Other	2.15
2. By Employment Patterns	
b. One parent working, one at home	34.62
a. Two parents working	27.04
c. Single parent working	27.04
d. Single parent, not working	20.59
e. Neither parent working	11.67
f. One parent with two jobs	10.48
3. By Racial Groups	
e. White	60.90
c. Black	28.73
d. Mexican American	15.33
a. American Indian	7.58
b. Asian	1.82
f. Other	.16
4. By Income Levels	
e. Low ($10,000 or less)	39.94
c. Middle ($20,000 - $29,000)	32.57
d. Lower middle ($10,000 - $19,000)	31.75
b. Upper middle ($30,000 - $39,000)	14.94
a. Upper (over $40,000)	6.57

*Percent Scale: 100 90 80 70 60 50 40 30 20 10 1

TABLE 31

Profile of PEPs in the Region Mostly State Funded: Description of Participants

(n = 66)

		Mean Percentage*
1.	**By Family Types**	
	c. Intact parents, 1st marriage	44.57
	e. Parents of handicapped	25.58
	a. Single parents, divorced	24.60
	b. Single parents never married	24.10
	h. Teenage parents	22.21
	d. Stepparents	19.89
	f. Foster parents	19.14
	g. Adoptive parents	9.23
	i. Other	4.12
2.	**By Employment Patterns**	
	b. One parent working, one at home	39.15
	a. Two parents working	36.72
	c. Single parent, working	24.69
	d. Single parent, not working	20.31
	e. Neither parent working	10.08
	f. One parent with two jobs	8.38
3.	**By Racial Groups**	
	e. White	56.13
	c. Black	33.12
	d. Mexican American	19.81
	a. American Indian	2.72
	b. Asian	1.50
	f. Other	.05
4.	**By Income Levels**	
	e. Low ($10,000 or less)	45.37
	d. Lower middle ($10,000 - $19,000)	32.64
	c. Middle ($20,000 - $29,000)	31.48
	b. Upper middle ($30,000 - $39,000)	11.77
	a. Upper (over $40,000)	6.00

*Percent Scale: 100 90 80 70 60 50 40 30 20 10 1

TABLE 32

Profile of PEPs in the Region Mostly Dependent Upon Donations: Description of Participants

(n = 26)

1. By Family Types	Mean Percentage*
c. Intact parents, first marriage	58.57
a. Single parents, divorced	30.17
d. Stepparents	22.13
e. Parents of handicapped	18.77
h. Teenage parents	14.15
g. Adoptive parents	11.27
f. Foster parents	10.00
b. Single parents, never married	6.60
i. Other	3.92
2. By Employment Patterns	
a. Two parents working	45.76
b. One parent working, one at home	36.55
c. Single parent working	29.70
d. Single parent not working	13.56
f. One parent with two jobs	11.65
e. Neither parent working	6.08
3. By Racial Groups	
e. White	63.33
c. Black	17.88
d. Mexican American	15.18
a. American Indian	7.47
b. Asian	3.64
f. Other	.54
4. By Income Levels	
e. Low (less than $10,000)	35.25
d. Lower middle ($10,000 - $19,000)	31.00
c. Middle ($20,000 - $29,000)	26.33
b. Upper middle ($30,000 - $39,000)	12.50
a. Upper (over $40,000)	9.25

*Percent Scale: 100 90 80 70 60 50 40 30 20 10 1

TABLE 33

Profile of PEPs in the Region with Funding Mostly from Client Fees: Description of Participants

		Mean Percentage*
1.	**By Family Types**	
c.	Intact parents, 1st marriage	61.80
a.	Single parents, divorced	27.68
h.	Teenage parents	19,93
d.	Stepparents	19.82
g.	Adoptive parents	10.70
f.	Foster parents	9.68
e.	Parents of handicapped	9.23
i.	Other	7.11
b.	Single parents, never married	4.29
2.	**By Employment Patterns**	
a.	Two parents working	46.83
b.	One parent working, one at home	40.03
c.	Single parent, working	22.87
f.	One parent with two jobs	7.22
d.	Single parent, not working	4.71
e.	Neither parent working	3.71
3.	**By Racial Groups**	
e.	White	80.26
d.	Mexican American	19.03
c.	Black	13.63
a.	American Indian	5.42
b.	Asian	1.64
f.	Other	1.00
4.	**By Income Levels**	
c.	Middle ($20,000 - $29,000)	42.97
d.	Lower middle ($10,000 - $19,000)	33.72
e.	Low (less than $10,000)	23.71
b.	Upper middle ($30,000 - $39,000)	21.13
a.	Upper (over $40,000)	13.14

*Percent Scale: 100 90 80 70 60 50 40 30 20 10 1

TABLE 34

Profile of PEPs in the Region Associated with Public Schools: Description of Participants

(n = 80)

1. **By Family Types**	**Mean Percentage***
c. Intact parents, 1st marriage	48.78
e. Parents of handicapped	25.81
a. Single parents, divorced	25.49
b. Single parents, never married	19.61
h. Teenage parents	19.17
d. Stepparents	18.72
f. Foster parents	8.67
g. Adoptive parents	7.44
i. Other	3.29
2. **By Employment Patterns**	
a. Two parents working	44.22
b. One parent working, one at home	35.55
c. Single parent working	25.45
d. Single parent not working	17.56
e. Neither parent working	12.21
f. One parent with two jobs	8.42
3. **By Racial Groups**	
e. White	49.15
c. Black	36.25
d. Mexican American	27.34
a. American Indian	2.63
b. Asian	1.56
4. **By Income Levels**	
e. Low (less than $10,000)	54.84
c. Middle ($20,000 to $29,000)	31.93
d. Lower middle ($10,000 to $19,000)	25.86
b. Upper middle ($30,000 to $39,000)	14.68
a. Upper (over $40,000)	5.36

*Percent Scale: 100 90 80 70 60 50 40 30 20 10 1

TABLE 35

Profile of PEPs in the Region Associated with Social Service Agencies: Description of Participants

(n = 70)

		Mean Percentage*
1.	**By Family Types**	
c.	Intact parents, 1st marriage	41.69
a.	Single parents, divorced	32.36
h.	Teenage parents	25.00
b.	Single parents, never married	24.06
d.	Stepparents	21.26
e.	Parents of handicapped	21.23
f.	Foster parents	19.40
g.	Adoptive parents	9.40
i.	Other	4.14
2.	**By Employment Patterns**	
a.	Two parents working	35.47
c.	Single parent, working	33.94
b.	One parent working, one at home	32.61
d.	Single parent, not working	24.21
e.	Neither parent working	13.55
f.	One parent with two jobs	6.89
3.	**By Racial Groups**	
e.	White	53.05
c.	Black	33.10
d.	Mexican American	25.11
a.	American Indian	14.57
b.	Asian	2.61
f.	Other	.60
4.	**By Income Levels**	
e.	Low ($10,000 or less)	54.55
d.	Lower middle ($10,000 - $19,000)	31.96
c.	Middle ($20,000 - $29,000)	29.15
b.	Upper middle ($30,000 - $39,000)	10.87
a.	Upper (over $40,000)	7.10

*Percent Scale: 100 90 80 70 60 50 40 30 20 10 1

TABLE 36

Profile of PEPs in the Region by Church/Religious Organization Affiliated: Description of Participants

1. By Family Types	Mean Percentage*
c. Intact parents, 1st marriage	59.42
a. Single parents, divorced	24.36
h. Teenage parents	23.11
b. Single parents, never married	20.11
d. Stepparents	15.96
e. Parents of handicapped	13.50
f. Foster parents	9.17
g. Adoptive parents	6.35
i. Other	1.41
2. By Employment Patterns	
b. One parent working, one parent at home	40.94
a. Two parents working	39.07
c. Single parent working	29.45
d. Single parent, not working	11.00
e. Neither parent working	9.05
f. One parent with two jobs	7.05
3. By Racial Groups	
e. White	67.81
c. Black	32.85
d. Mexican American	16.67
a. American Indian	11.94
b. Asian	3.47
f. Other	.08
4. By Income Levels	
e. Low ($10,000 or less)	46.50
c. Middle ($20,000 - $29,000)	40.88
d. Lower middle ($10,000 - $19,000)	24.59
b. Upper middle ($30,000 - $39,000)	20.10
a. Upper (over $40,000)	7.20

*Percent Scale: 100 90 80 70 60 50 40 30 20 10 1

TABLE 37

Profile of PEPs in the Region Associated with Private, Profit-Making Groups: Description of Participants

		Mean Percentage*
1.	By Family Types	
c.	Intact parents, first marriage	57.30
a.	Single parents, divorced	27.47
h.	Teenage parents	19.94
d.	Stepparents	19.94
f.	Foster parents	14.07
g.	Adoptive parents	11.94
b.	Single parents, never married	10.97
e.	Parents of handicapped	9.55
i.	Other	6.33
2.	By Employment Patterns	
a.	Two parents working	46.80
b.	One parent working, one at home	37.68
c.	Single parent working	27.08
d.	Single parent not working	9.64
f.	One parent with two jobs	7.04
e.	Neither parent working	6.85
3.	By Racial Groups	
e.	White	78.78
d.	Mexican American	17.42
c.	Black	17.10
a.	American Indian	4.20
b.	Asian	1.64
4.	By Income Levels	
c.	Middle ($20,000 to $29,000)	43.47
d.	Lower Middle ($10,000 to $19,000)	33.68
e.	Low (less than $10,000)	32.60
b.	Upper Middle ($30,000 to $39,000)	24.12
a.	Upper (over $40,000)	12.85

*Percent Scale: 100 90 80 70 60 50 40 30 20 10 1

TABLE 38

Profile of PEPs in the Region Associated with Public Non-Profit Groups: Description of Participants

1.	By Family Types	Mean Percentage*
c.	Intact parents, first marriage	51.17
a.	Single parents, divorced	25.11
b.	Single parents, never married	23.00
h.	Teenage parents	22.07
f.	Foster parents	18.27
e.	Parents of handicapped	17.44
d.	Stepparents	17.31
g.	Adoptive parents	9.85
i.	Other	3.91
2.	By Employment Patterns	
a.	Two parents working	39.78
b.	One parent working, one at home	33.00
c.	Single parent not working	30.49
d.	Single parent not working	25.19
f.	One parent with two jobs	11.79
e.	Neither parent working	9.76
3.	By Racial Groups	
e.	White	53.55
c.	Black	32.23
d.	Mexican American	21.03
a.	American Indian	6.95
b.	Asian	1.90
4.	By Income Levels	
e.	Low (less than $10,000)	53.94
d.	Lower Middle ($10,000 to $19,000)	30.89
c.	Middle ($20,000 to $29,000)	25.62
b.	Upper Middle ($30,000 to $39,000)	11.96
a.	Upper (over $40,000)	7.37

*Percent Scale: 100 90 80 70 60 50 40 30 20 10 1

TABLE 39

Profile of PEPs in the Region not Associated with Larger Organization But Strictly Local Organization: Description of Participants

		Mean Percentage*
1.	**By Family Types**	
c.	Intact parents, first marriage	53.20
a.	Single parents, divorced	30.48
h.	Teenage parents	20.00
b.	Single parents, never married	19.55
e.	Parents of handicapped	17.67
d.	Stepparents	16.96
f.	Foster parents	12.21
g.	Adoptive parents	7.42
i.	Other	3.37
2.	**By Employment Patterns**	
b.	One parent working, one at home	40.48
a.	Two parents working	37.67
c.	Single parent working	28.48
d.	Single parent not working	17.40
e.	Neither parent working	11.27
f.	One parent with two jobs	5.50
3.	**By Racial Groups**	
e.	White	61.44
c.	Black	28.86
d.	Mexican American	27.68
a.	American Indian	3.15
b.	Asian	1.00
4.	**By Income Levels**	
e.	Low (less than $10,000)	53.91
c.	Middle ($20,000 to $29,000)	31.89
d.	Lower Middle ($10,000 to $19,000)	29.59
b.	Upper Middle ($30,000 to $39,000)	19.27
a.	Upper (over $40,000)	9.14

*Percent Scale: 100 90 80 70 60 50 40 30 20 10 1

TABLE 40

Rank Order of Family Types Whose Issues are Most Commonly Addressed in Public School Associated PEPs

(n = 80)

	Family Types	Mean*
p.	Parents of preschool-age children	2.82
o.	Parents of school-age children	2.80
h.	Working mothers	2.31
i.	Families with both parents working	2.27
n.	First-time parents	2.01
m.	Parents of adolescents	1.99
f.	Divorced parents	1.75
e.	Separated parents	1.66
d.	Single mothers	1.66
l.	Teenage parents	1.66
g.	Extended families	1.57
k.	Foster parents	1.33
j.	Parents who adopt	1.31
q.	Surrogate parent families	1.25
a.	Stepparents	1.09
b.	Single fathers, with custody	1.09
c.	Single fathers, without custody	.95

*Scale: Low 0 1 2 3 4 High; 0 = not a planned program activity, never dealt with; 1 = unplanned activity, dealt with informally if it comes up; 2 = unplanned, ongoing self-help groups; 3 = planned activity for one time only; 4 = planned, series of activities

TABLE 41

Rank Order of Family Types Whose Issues are Most Commonly Addressed in Social Serving Agency Associated with PEPs

(n = 70)

	Family Types	Mean*
p.	Parents of preschool-age children	3.06
h.	Working mothers	2.83
o.	Parents of school-age children	2.68
i.	Families with both parents working	2.52
d.	Single mothers	2.47
f.	Divorced parents	2.19
l.	Teenage parents	2.14
n.	First-time parents	2.02
e.	Separated parents	2.02
g.	Extended families	2.00
m.	Parents of adolescents	2.00
k.	Foster parents	1.85
j.	Parents who adopt	1.65
a.	Stepparents	1.52
q.	Surrogate parents	1.28
b.	Single fathers, with custody	1.24
c.	Single fathers, without custody	.99

*Scale: Low 0 1 2 3 4 High

TABLE 42

Rank Order of Family Types Whose Issues are Most Commonly Addressed in Church/Religious Group Affiliated PEPs

(n = 36)

	Family Types	Mean*
p.	Parents of preschool-age children	3.24
o.	Parents of school-age children	3.03
m.	Parents of adolescents	2.50
h.	Working mothers	2.39
i.	Families with both parents working	2.27
n.	First-time parents	2.18
l.	Teenage parents	2.03
f.	Divorced parents	2.03
d.	Single mothers	2.03
g.	Extended families	1.88
e.	Separated parents	1.86
j.	Parents who adopt	1.61
k.	Foster parents	1.46
b.	Single fathers with custody	1.39
a.	Stepparents	1.27
c.	Single fathers without custody	1.18
q.	Surrogate parent families	1.06

*Scale: Low 0 1 2 3 4 High

TABLE 43

Rank Order of Family Types Whose Issues are Most Commonly Addressed in Private Profit-Making Associated PEPs

(n = 43)

	Family Types	Mean*
o.	Parents of school-age children	3.17
p.	Parents of preschool-age children	3.07
m.	Parents of adolescents	3.02
n.	First-time parents	2.31
h.	Working mothers	2.22
f.	Divorced parents	2.21
i.	Families with both parents working	2.10
d.	Single mothers	2.07
e.	Separated parents	2.00
l.	Teenage parents	1.85
k.	Foster parents	1.71
j.	Parents who adopt	1.68
g.	Extended families	1.63
a.	Stepparents	1.62
b.	Single fathers with custody	1.41
c.	Single fathers without custody	1.27
q.	Surrogate parent families	1.13

*Scale: Low 0 1 2 3 4 High

TABLE 44

Rank Order of Family Types Whose Issues are Most Commonly Addressed in Public, Non-Profit Group Associated PEPs

(n = 44)

	Family Types	Mean*
p.	Parents of preschool-age children	1.85
h.	Working mothers	2.66
i.	Families with both parents working	2.37
o.	Parents of school-age children	2.20
a.	Single mothers	2.00
l.	Teenage parents	1.83
m.	Parents of adolescents	1.78
g.	Extended families	1.75
n.	First-time parents	1.74
f.	Divorced parents	1.71
e.	Separated parents	1.71
k.	Foster parents	1.56
j.	Parents who adopt	1.55
q.	Surrogate parent families	1.28
a.	Stepparents	.97
b.	Single fathers with custody	.93
c.	Single fathers without custody	.93

*Scale: Low 0 1 2 3 4 High

TABLE 45

Rank Order of Family Types Whose Issues are Most Commonly Addressed in Non-Associated/Strictly Local Organization PEPs

(n = 27)

	Family Types	Mean*
p.	Parents of preschool-age children	3.56
o.	Parents of school-age children	2.86
d.	Single mothers	2.29
h.	Working mothers	2.25
f.	Divorced parents	2.17
i.	Families with both parents working	2.13
e.	Separated parents	2.08
n.	First-time parents	2.08
m.	Parents of adolescents	1.92
l.	Teenage parents	1.84
g.	Extended families	1.48
a.	Stepparents	1.46
k.	Foster parents	1.38
j.	Parents who adopt	1.25
q.	Surrogate parent families	1.00
b.	Single fathers with custody	.96
c.	Single fathers without custody	.87

*Scale: Low 0 1 2 3 4 High

TABLE 46

Rank Order of Topics Most Focused Upon By Public School Associated PEPs

(n = 80)

	Topics	Mean*
c.	Communication skills	3.36
d.	Discipline in general	3.28
m.	Parent-child home activities	3.26
e.	Behavior management	3.18
h.	Self-concept and personality of children	3.01
f.	Intellectual development	2.74
j.	Peer influence on children	2.34
p.	Nutrition and foods	2.28
o.	Routine health care	2.26
q.	Children's learning disabilities	2.18
u.	Sibling rivalry	2.13
r.	Parenting of handicapped children	2.12
k.	Sex role identification	1.87
n.	Effects of television on children	1.77
t.	Hyperactive children	1.64
l.	Sex education	1.58
b.	Home management	1.55
i.	Wife/husband conflicts	1.48
a.	Family planning	1.22
s.	Family advocacy	1.12
q.	Bilingual education	.97

*Scale: Low 0 1 2 3 4 High; 0 = not a planned program activity, never dealt with; 1 = unplanned activity, dealt with informally if it comes up; 2 = unplanned, ongoing self-help groups; 3 = planned activity for one time only; 4 = planned, series of activities.

TABLE 47

Rank order of Topics Most Focused Upon By Social Service Agency Associated PEPs

(n = 70)

	Topics	Mean*
e.	Behavior management	3.31
h.	Self-concept and personality of children	3.28
d.	Discipline in general	3.26
c.	Communication skills	3.24
m.	Parent-child home activities	2.97
f.	Intellectual development	2.68
u.	Sibling rivalry	2.53
p.	Nutrition and foods	2.49
o.	Routine health care	2.43
j.	Peer influence on children	2.40
q.	Children's learning disabilities	2.34
k.	Sexual role identification	2.24
r.	Parenting of handicapped children	2.22
t.	Hyperactive children	2.09
i.	Husband/wife conficts	2.03
b.	Home management	2.03
l.	Sex education	1.85
s.	Family advocacy	1.82
a.	Family planning	1.63
n.	Effects of television on children	1.50
g.	Bilingual education	1.00

*Scale: Low 0 1 2 3 4 High

TABLE 48

Rank Order of Topics Most Focused Upon By Church/Religious Group Associated PEPs

(n = 36)

	Topics	Mean*
c.	Communication skills	3.64
h.	Self-concept and personality of children	3.54
d.	Discipline in general	3.29
e.	Behavior management	3.11
m.	Parent-child home activities	2.89
f.	Intellectual development	2.60
u.	Sibling rivalry	2.55
j.	Peer influence on children	2.36
i.	Wife/husband conflicts	2.29
k.	Sexual role identification	2.24
p.	Nutrition and foods	2.12
o.	Routine health care	2.09
l.	Sex education	2.03
q.	Children's learning disabilities	1.91
r.	Parenting of handicapped children	1.61
n.	Effects of television on children	1.61
b.	Home management	1.59
t.	Hyperactive children	1.50
a.	Family planning	1.44
s.	Family advocacy	1.32
g.	Bilingual education	.75

*Scale: Low 0 1 2 3 4 High

TABLE 49

Rank Order of Topics Most Focused Upon By Private, Profit-Making Organization Associated PEPs

(n = 43)

	Topics	Mean*
c.	Communication skills	3.77
d.	Discipline in general	3.56
e.	Behavior management	3.48
h.	Self-concept and personality of children	3.48
j.	Peer influence on children	2.76
u.	Sibling rivalry	2.73
m.	Parent-child home activities	2.64
i.	Wife/husband conflicts	2.36
l.	Home management	1.88
f.	Intellectual development	1.83
k.	Sexual role identification	1.83
r.	Parenting of handicapped children	1.57
t.	Hyperactive children	1.37
l.	Sex education	1.37
q.	Children's learning disabilities	1.29
n.	Effects of television on children	1.29
o.	Routine health care	1.10
s.	Family advocacy	1.10
p.	Nutrition and foods	1.00
a.	Family planning	.73
g.	Bilingual education	.44

*Scale: Low 0 1 2 3 4 High

TABLE 50

Rank Order of Topics Most Focused Upon By Public, Non-Profit Group Associated PEPs

(n = 44)

	Topics	Mean*
d.	Discipline in general	3.00
h.	Self-concept and personality of children	3.00
e.	Behavior management	2.86
m.	Parent-child home activities	2.83
c.	Communication skills	2.77
p.	Nutrition and foods	2.70
f.	Intellectual development	2.54
o.	Routine health care	2.51
j.	Peer influence on children	2.29
u.	Sibling rivalry	2.22
r.	Parenting of handicapped children	2.11
q.	Children's learning disabilities	2.10
t.	Hyperactive children	2.00
k.	Sexual role identification	1.86
b.	Home management	1.69
n.	Effects of television on children	1.68
l.	Sex education	1.63
a.	Family planning	1.58
i.	Wife/husband conflicts	1.43
s.	Family advocacy	1.24
g.	Bilingual education	1.20

*Scale: Low 0 1 2 3 4 High

TABLE 51

Rank Order of Topics Most Focused Upon By Non-Associated, Strictly Local Organization PEPs

(n = 27)

	Topics	Mean*
c.	Communication skills	3.52
h.	Self-concept and personality of children	3.42
d.	Discipline in general	3.42
e.	Behavior management	3.31
m.	Parent-child home activities	3.27
j.	Peer influence on children	2.92
f.	Intellectual development	2.76
u.	Sibling rivalry	2.64
j.	Wife/husband conflicts	2.60
k.	Sexual role identification	2.48
o.	Routine health care	2.39
p.	Nutrition and foods	2.39
l.	Sex education	1.96
q.	Children's learning disabilities	1.96
r.	Parenting of handicapped children	1.88
b.	Home management	1.81
t.	Hyperactive children	1.72
s.	Family advocacy	1.68
n.	Effects of television on children	1.64
a.	Family planning	1.23
g.	Bilingual education	.54

*Scale: Low 0 1 2 3 4 High

TABLE 52
DESCRIPTION OF CHARACTERISTICS FOR ARKANSAS PEPs (N=35)

Characteristics	Response Percentage	
	Yes	No
1. Program Organizational Structure		
b. Program operating within larger organization	62.9(22)	20.0(7)
a. Independent program with own staff	37.1(13)	37.1(13)
c. Grass roots organization with little bureaucratic structure	17.1(6)	51.4(18)
2. Program funding		
a. Mostly federal	54.3(19)	20.0(7)
c. State	34.3(12)	25.7(9)
b. Local, community-based	28.6(10)	25.7(9)
e. Based primarily on client fees	14.3(5)	40.0(14)
d. Highly dependent upon donations	8.6(3)	40.0(14)
4. Directed Toward Specific Target Group	68.6(24)	28.6(10)
5. Program Activities		
a. Planned class meetings on specific topics	57.1(20)	22.9(8)
d. Happens on one-to-one basis between parents and staff	45.7(16)	22.9(8)
b. Regular meetings with changing topics	42.9(15)	34.3(12)
c. Periodic meetings with changing topics	25.7(9)	40.0(14)
6. Courses Offered		
a. Number of courses offered at once: ($\bar{x}$ = 3.000)		
b. Average number of class meetings for courses offered: ($\bar{x}$ = 5.652)		
c. Length of average class meeting: ($\bar{x}$ = 108.000)		

7. Staff Instructors/Group Leaders		
e. Most are professionals in child development, social work, psychology, etc.	65.7(23)	17.1(6)
b. Most have Master's or Ph.D. degrees	40.0(14)	31.4(11)
a. Most are trained lay persons	31.4(11)	51.4(18)
f. Most are trained nurses	2.9(1)	57.1(20)
d. Most are full-time	48.6(17)	22.9(8)
c. Most are part-time	20.0(7)	45.7(16)
8. Payment of Fees for Courses	17.1(6)	77.1(27)
10. Program Evaluation		
d. Informal evaluation at end of course	68.6(24)	17.1(6)
e. Standard evaluation form at end of course	45.7(16)	28.6(10)
f. Evaluation at instructor discretion	37.1(13)	31.4(11)
g. Follow-up written evaluation several weeks after course is over	14.3(5)	48.6(17)
h. Funding requires some form of evaluation	51.4(18)	25.7(9)
a. Staff not trained in evaluation	34.3(12)	34.3(12)
b. No time for program evaluation	14.3(5)	48.6(17)
c. No money for evaluation	22.9(8)	40.0(14)

TABLE 53
DESCRIPTION OF CHARACTERISTICS FOR LOUISIANA PEPs (N=31)

	Response Percentage	
Characteristics	Yes	No
1. Program Organizational Structure		
b. Program operating within larger organization	64.5(20)	25.8(8)
a. Independent program with own staff	25.8(8)	51.6(16)
c. Grass roots organization with little bureaucratic structure	22.6(7)	48.4(15)
2. Program Funding		
b. Local, community-based	45.2(14)	19.4(6)
c. State	41.9(13)	32.3(10)
e. Based primarily on client fees	22.6(7)	41.9(13)
a. Mostly federal	19.4(6)	45.2(14)
d. Highly dependent upon donations	19.4(6)	38.7(12)
4. Directed Toward Specific Target Group	32.3(10)	67.7(21)
5. Program Activities		
a. Planned class meetings on specific topics	67.7(21)	19.4(6)
d. Happens on one-to-one basis between parents and staff	41.9(13)	41.9(13)
b. Regular meetings with changing topics	29.0(9)	48.4(15)
c. Periodic meetings with changing topics	29.0(9)	45.2(14)
6. Courses Offered		
a. Number of courses offered at once: ($\bar{x}$ = 2.154)		
b. Average number of class meetings for courses offered: ($\bar{x}$ = 5.679)		
c. Length of average class meeting: ($\bar{x}$ = 143.333)		

7. Staff Instructors/Group Leaders		
e. Most are professionals in child development, social work, psychology, etc.	71.0(22)	19.4(6)
b. Most have Master's or Ph.D. degrees	48.4(15)	38.7(12)
a. Most are trained lay persons	25.8(8)	48.4(15)
f. Most are trained nurses	9.7(3)	58.1(18)
c. Most are part-time	38.7(12)	29.0(9)
d. Most are full-time	22.6(7)	38.7(12)
8. Payment of Fees for Courses	38.7(12)	58.1(18)
10. Program Evaluation		
d. Informal evaluation at end of course	71.0(22)	16.1(5)
e. Standard evaluation form at end of course	61.3(19)	19.4(6)
f. Evaluation at instructor discretion	25.8(8)	48.4(15)
g. Follow-up written evaluation several weeks after course is over	16.1(5)	58.1(18)
h. Funding requires some form of evaluation	35.5(11)	41.9(13)
a. Staff not trained in evaluation	29.0(9)	41.9(13)
b. No time for program evaluation	12.9(4)	58.1(18)
c. No money for evaluation	19.4(6)	48.4(15)

TABLE 54
DESCRIPTION OF CHARACTERISTICS FOR MISSISSIPPI PEPs (N=24)

Characteristics	Response Percentage	
	Yes	No
1. Program Organizational Structure		
b. Program operating within larger organization	75.0(18)	16.7(4)
a. Independent program with own staff	25.0(6)	41.7(10)
c. Grass roots organization with little bureaucratic structure	8.3(2)	50.0(12)
2. Program Funding		
a. Mostly federal	45.8(11)	25.0(6)
c. State	37.5(9)	37.5(9)
b. Local, community-based	33.3(8)	25.0(6)
d. Highly dependent upon donations	16.7(4)	37.5(9)
e. Based primarily on client fees	12.5(3)	45.8(11)
4. Directed Toward Specific Target Group	83.3(20)	16.7(4)
5. Program Activities		
b. Regular meetings with changing topics	62.5(15)	16.7(4)
d. Happens on one-to-one basis between parents and staff	50.0(12)	20.8(5)
a. Planned class meetings on specific topics	37.5(9)	33.3(8)
c. Periodic meetings with changing topics	25.0(6)	41.7(10)
6. Courses Offered		
a. Number of courses offered at once: ($\bar{x}$ = 2.682)		
b. Average number of class meetings for courses offered: ($\bar{x}$ = 5.333)		
c. Length of average class meeting: ($\bar{x}$ = 90.000)		

7. Staff Instructors/Group Leaders		
b. Most have Master's or Ph.D. degrees	66.7(16)	16.7(4)
e. Most are professionals in child development, social work, psychology, etc.	62.5(15)	16.7(4)
f. Most are trained nurses	62.5(15)	37.5(9)
a. Most are trained lay persons	25.0(6)	41.7(10)
d. Most are full-time	58.3(14)	12.5(3)
c. Most are part-time	12.5(3)	45.8(11)
8. Payment of Fees for Courses	25.0(6)	70.8(17)
10. Program Evaluation		
d. Informal evaluation at end of course	79.2(19)	8.3(2)
f. Evaluation at instructor discretion	62.5(15)	20.8(5)
e. Standard evaluation form at end of course	54.2(13)	37.5(9)
g. Follow-up written evaluation several weeks after course is over	25.0(6)	58.3(14)
h. Funding requires some form of evaluation	54.2(13)	29.2(7)
a. Staff not trained in evaluation	16.7(4)	62.5(15)
b. No time for program evaluation	12.5(3)	66.7(16)
c. No money for evaluation	20.8(5)	62.5(15)

TABLE 55
DESCRIPTION OF CHARACTERISITCS FOR NEW MEXICO PEPs (n=20)

Characteristics	Response Percentage Yes	Response Percentage No
1. Program Organizational Structure		
b. Program operating within larger organization	55.0(11)	30.0(6)
a. Independent program with own staff	35.0(7)	50.0(10)
c. Grass roots organization with little bureaucratic structure	10.0(2)	60.0(12)
2. Program Funding		
a. Mostly Federal	65.0(13)	15.0(3)
e. Based primarily on client fees	40.0(8)	25.0(5)
c. State	35.0(7)	35.0(7)
b. Local, community-based	15.0(3)	40.0(8)
d. Highly dependent upon donations	5.0(1)	45.0(9)
4. Directed Toward Specific Target Group	50.0(10)	50.0(10)
5. Program Activities		
a. Planned class meetings on specific topics	75.0(15)	10.0(2)
b. Regular meetings with changing topics	40.0(8)	40.0(8)
d. Happens on one-to-one basis between parents and staff	20.0(4)	65.0(13)
c. Periodic meetings with changing topics	20.0(4)	65.0(13)

6. Courses Offered

a. Number of courses offered at once: ($\bar{x}$ = 2.063)

b. Average number of class meetings for courses offered: ($\bar{x}$ = 6.563)

c. Length of average class meeting: ($\bar{x}$ = 130.588)

7.	Staff Instructors/Group Leaders		
e.	Most are professionals in child development, social work, psychology, etc.	60.0(12)	15.0(3)
b.	Most have Master's or Ph.D. degrees	55.0(11)	30.0(6)
a.	Most are trained lay persons	30.0(6)	40.0(8)
f.	Most are trained nurses	5.0(1)	60.0(12)
d.	Most are full-time	50.0(10)	30.0(6)
c.	Most are part-time	30.0(6)	40.0(8)
8.	Payment of Fees for Courses	30.0(6)	55.0(11)
10.	Program Evaluation		
d.	Informal evaluation at end of course	85.0(17)	15.0(3)
e.	Standard evaluation form at end of course	60.0(12)	25.0(5)
f.	Evaluation at instructor discretion	50.0(10)	35.0(7)
g.	Follow-up written evaluation several weeks after course is over	10.0(2)	65.0(13)
h.	Funding requires some form of evaluation	50.0(10)	35.0(7)
a.	Staff not trained in evaluation	25.0(5)	60.0(12)
c.	No money for evaluation	45.0(9)	40.0(8)
b.	No time for program evaluation	25.0(5)	60.0(12)

TABLE 56
DESCRIPTION OF CHARACTERISTICS FOR OKLAHOMA PEPs (n=33)

Characteristics	Response Percentage Yes	 No
1. Program Organizational Structure		
b. Program operating within larger organization	57.6(19)	18.2(6)
a. Independent program with own staff	27.3(9)	51.5(17)
c. Grass roots organization with little bureaucratic structure	9.1(3)	54.5(18)
2. Program Funding		
b. Local, community-based	30.3(10)	30.3(10)
c. State	27.3(9)	33.3(11)
e. Based primarily on client fees	27.3(9)	30.3(10)
a. Mostly Federal	24.2(8)	33.3(11)
d. Highly dependent upon donations	18.2(6)	39.4(13)
4. Directed Toward Specific Target Group	24.2(8)	75.8(25)
5. Program Activities		
a. Planned class meetings on specific topics	63.6(21)	18.2(6)
d. Happens on one-to-one basis between parents and staff	45.5(15)	27.3(9)
b. Regular meetings with changing topics	39.4(13)	36.4(12)
c. Periodic meetings with changing topics	2.12(7)	39.4(13)

6. Courses Offered

a. Number of courses offered at once: ($\overline{x}$ = 2.115)

b. Average number of class meetings for courses offered: ($\overline{x}$ = 6.107)

c. Length of average class meeting: ($\overline{x}$ = 124.828)

7.	Staff Instructors/Group Leaders		
e.	Most are professionals in child development, social work, psychology, etc.	69.7(23)	9.1(3)
b.	Most have Master's or Ph.D. degrees	51.5(17)	21.2(7)
a.	Most are trained lay persons	21.2(7)	42.4(14)
f.	Most are trained nurses	6.1(2)	54.5(18)
d.	Most are full-time	45.5(15)	18.2(6)
c.	Most are part-time	24.2(8)	36.4(12)
8.	Payment of Fees for Courses	54.5(18)	42.4(14)
10.	Program Evaluation		
d.	Informal evaluation at end of course	66.7(22)	18.2(6)
f.	Evaluation at instructor discretion	51.5(17)	33.3(11)
e.	Standard evaluation form at end of course	42.4(14)	39.4(13)
g.	Follow-up written evaluation several weeks after course is over	9.1(3)	72.7(24)
h.	Funding requires some form of evaluation	30.3(10)	51.5(17)
a.	Staff not trained in evaluation	21.2(7)	57.6(19)
c.	No money for evaluation	24.2(8)	54.5(18)
b.	No time for program evaluation	18.2(6)	60.6(20)

TABLE 57
DESCRIPTION OF CHARACTERISTICS FOR TEXAS PEPs (n=66)

	Response Percentage	
Characteristics	Yes	No
1. Program Organizational Structure		
b. Program operating within larger organization	59.1(39)	28.8(19)
a. Independent program with own staff	25.8(17)	54.5(36)
c. Grass roots organization with little bureaucratic structure	18.2(12)	56.1(37)
2. Program Funding		
a. Mostly Federal	43.9(29)	31.8(21)
b. Local, community-based	31.8(21)	39.4(26)
c. State	24.2(16)	43.9(29)
e. Based primarily on client fees	18.2(12)	51.5(34)
d. Highly dependent upon donations	9.1(6)	51.5(34)
4. Directed Toward Specific Target Group	53.0(35)	42.4(28)
5. Program Activities		
a. Planned class meetings on specific topics	60.6(40)	22.7(15)
d. Happens on one-to-one basis between parents and staff	56.1(37)	25.8(17)
b. Regular meetings with changing topics	42.4(28)	30.3(20)
c. Periodic meetings with changing topics	22.7(15)	43.9(29)
6. Courses Offered		
a. Number of courses offered at once: ($\bar{x}$ = 2.392)		
b. Average number of class meetings for courses offered: ($\bar{x}$ = 5.204)		
c. Length of average class meeting: ($\bar{x}$ = 114.035)		

7.	Staff Instructors/Group Leaders		
e.	Most are professionals in child development, social work, psychology, etc.	69.7(46)	15.2(10)
b.	Most have Master's or Ph.D. degrees	36.4(24)	40.9(27)
a.	Most are trained lay persons	21.2(14)	57.6(38)
f.	Most are trained nurses	4.5(3)	68.2(45)
d.	Most are full-time	48.5(32)	27.3(18)
c.	Most are part-time	24.2(16)	50.0(33)
8.	Payment of Fees for Courses	28.8(19)	65.2(43)
10.	Program Evaluation		
d.	Informal evaluation at end of course	72.7(48)	10.6(7)
e.	Standard evaluation form at end of course	50.0(33)	36.4(24)
f.	Evaluation at instructor discretion	33.3(22)	45.5(30)
g.	Follow-up written evaluation several weeks after course is over	19.7(13)	54.5(36)
h.	Funding requires some form of evaluation	42.4(28)	40.9(27)
a.	Staff not trained in evaluation	22.7(15)	54.5(36)
c.	No money for evaluation	22.7(15)	51.5(34)
b.	No time for program evaluation	21.2(14)	53.0(35)

TABLE 58
DESCRIPTION OF CHARACTERISTICS FOR PUBLIC SCHOOL ASSOCIATED PEPs (N=80)

Characteristics	Response Percentage	
	Yes	No
1. Program Organizational Structure		
b. Program operating within larger organization	70.0(56)	22.5(18)
a. Independent program with own staff	21.2(17)	60.0(48)
c. Grass roots organization with little bureaucratic structure	16.2(13)	56.3(45)
2. Program Funding		
a Mostly federal	55.0(44)	23.8(19)
c. State	35.0(28)	38.7(31)
b. Local, community-based	26.2(21)	35.0(28)
e. Based primarily on client fees	15.0(12)	51.3(41)
d. Highly dependent upon donations	8.8(7)	51.3(41)
4. Directed Toward Specific Target Group	62.5(50)	37.5(30)
5. Program Activities		
a. Planned class meetings on specific topics	57.5(46)	27.5(22)
d. Happens on one-to-one basis between parents and staff	52.5(42)	28.8(23)
b. Regular meetings with changing topics	46.2(37)	30.0(24)
c. Periodic meetings with changing topics	26.2(21)	43.8(35)

6. Courses Offered

a. Number of courses offered at once: ($\overline{x}$ = 2.525)

b. Average number of class meetings for courses offered: ($\overline{x}$ = 5.100)

c. Length of average class meeting: ($\overline{x}$ = 103.939)

7. Staff Instructors/Group Leaders		
e. Most are professionals in child development, social work, psychology, etc.	63.8(51)	17.5(14)
b. Most have Master's or Ph.D. degrees	57.5(46)	27.5(22)
a. Most are trained lay persons	26.2(21)	53.7(43)
f. Most are trained nurses	8.8(7)	62.5(50)
d. Most are full-time	51.3(41)	21.2(17)
c. Most are part-time	20.0(16)	48.7(39)
8. Payment of Fees for Courses	18.8(15)	78.7(63)
10. Program Evaluation		
d. Informal evaluation at end of course	75.0(60)	15.0(12)
e. Standard evaluation form at end of course	57.5(46)	27.5(22)
f. Evaluation at instructor discretion	42.5(34)	37.5(30)
f. Follow-up written evaluation several weeks after course is over	27.5(22)	48.7(39)
h. Funding requires some form of evaluation	58.7(47)	23.8(19)
a. Staff not trained in evaluation	28.8(23)	46.2(37)
b. No time for program evaluation	22.5(18)	51.3(41)
c. No money for evaluation	26.2(21)	47.5(38)

TABLE 59
DESCRIPTION OF CHARACTERISTICS FOR SOCIAL SERVICE AGENCY ASSOCIATED PEPs (n=70)

Characteristics	Response Percentage Yes	 No
1. Program Organizational Structure		
b. Program operating within larger organization	72.9(51)	17.1(12)
a. Independent program with own staff	27.1(19)	50.0(35)
c. Grass roots organization with little bureaucratic structure	5.7(4)	62.9(44)
2. Program Funding		
a. Mostly Federal	50.0(35)	25.7(18)
c. State	40.0(28)	32.9(23)
b. Local, community-based	34.3(24)	28.6(20)
e. Based primarily on client fees	17.1(12)	45.7(32)
d. Highly dependent upon donations	11.4(8)	42.9(30)
4. Directed Toward Specific Target Group	57.1(40)	40.0(28)
5. Program Activities		
d. Happens on one-to-one basis between parents and staff	62.9(44)	21.4(15)
a. Planned class meetings on specific topics	58.6(41)	22.9(16)
b. Regular meetings with changing topics	47.1(33)	27.1(19)
c. Periodic meetings with chaning topics	21.4(15)	41.4(29)
6. Courses Offered		
a. Number of courses offered at once: ($\bar{x}$ = 2.473)		
b. Average number of class meetings for courses offered: ($\bar{x}$ = 5.246)		
c. Length of average class meeting: ($\bar{x}$ = 115.000)		

7. Staff Instructors/Group Leaders		
e. Most are professionals in child development, social work, psychology, etc.	78.6(55)	8.6(6)
b. Most have Master's or Ph.D. degrees	51.4(36)	28.6(20)
a. Most are trained lay persons	22.9(16)	50.0(35)
d. Most are full-time	54.3(38)	22.9(16)
f. Most are trained nurses	7.1(5)	60.0(42)
c. Most are part-time	24.3(17)	42.9(30)
8. Payment of Fees for Courses	31.4(22)	61.4(43)
10. Program Evaluation		
d. Informal evaluation at end of course	68.6(48)	18.6(13)
f. Evaluation at instructor discretion	54.3(38)	30.0(21)
e. Standard evaluation form at end of course	51.4(36)	35.7(25)
g. Follow-up written evaluation several weeks after course is over	11.4(8)	67.1(47)
h. Funding requires some form of evaluation	45.7(32)	37.1(26)
a. Staff not trained in evaluation	25.7(18)	57.1(40)
b. No time for program evaluation	24.3(17)	55.7(39)
c. No money for evaluation	31.4(22)	48.6(34)

TABLE 60
DESCRIPTION OF CHARACTERISTICS FOR CHURCH OR RELIGIOUS ORGANIZATION ASSOCIATED PEPs (n=36)

Characteristics	Response Percentage	
	Yes	No
1. Program Organizational Structure		
b. Program operating within larger organization	61.1(22)	27.8(10)
a. Independent program with own staff	33.3(12)	50.0(18)
c. Grass roots organization with little bureaucratic structure	30.6(11)	44.4(16)
2. Program Funding		
e. Based primarily on client fees	44.4(16)	27.8(10)
b. Local, community-based	30.6(11)	33.3(12)
a. Mostly Federal	25.0(9)	41.7(15)
c. State	25.0(9)	38.9(14)
d. Highly dependent upon donations	13.9(5)	47.2(17)
4. Directed Toward Specific Target Group	36.1(13)	63.9(23)
5. Program Activities		
a. Planned class meetings on specific topics	80.6(29)	8.3(3)
d. Happens on one-to-one basis between parents and staff	50.0(18)	30.6(11)
b. Regular meetings with changing topics	33.3(12)	41.7(15)
c. Periodic meetings with changing topics	30.6(11)	44.4(16)
6. Courses Offered		
a. Number of courses offered at once: ($\overline{x}$ = 2.267)		
b. Average number of class meetings for courses offered: ($\overline{x}$ = 6.152)		
c. Length of average class meeting: ($\overline{x}$ = 135.455)		

7. Staff Instructors/Group Leaders		
e. Most are professionals in child development, social work, psychology, etc.	55.6(20)	25.0(9)
a. Most are trained lay persons	41.7(15)	36.1(13)
b. Most have Master's or Ph.D. degrees	38.9(14)	41.7(15)
c. Most are part-time	52.8(19)	25.0(9)
f. Most are trained nurses	5.6(2)	66.7(24)
d. Most are full-time	30.6(11)	44.4(16)
8. Payment of Fees for Courses	47.2(17)	47.2(17)
10. Program Evaluation		
d. Informal evaluation at end of course	66.7(24)	16.7(6)
e. Standard evaluation form at end of course	66.7(24)	16.7(6)
f. Evaluation at instructor discretion	44.4(16)	36.1(13)
g. Follow-up written evaluation several weeks after course is over	16.7(6)	58.3(21)
h. Funding requires some form of evaluation	36.1(13)	44.4(16)
a. Staff not trained in evaluation	22.2(8)	50.0(18)
b. No time for program evaluation	16.7(6)	52.8(19)
c. No money for evaluation	36.1(13)	44.4(16)

TABLE 61
DESCRIPTION OF CHARACTERISTICS FOR PEPs ASSOCIATED WITH PRIVATE, PROFIT-MAKING GROUPS (n=43)

Characteristics	Response Percentage Yes	No
1. Program Organizational Structure		
a. Independent program with own staff	37.2(16)	44.2(19)
b. Program operating within larger organization	37.2(16)	37.2(16)
c. Grass roots organization with little bureaucratic structure	23.3(10)	48.8(21)
2. Program Funding		
e. Based primarily on client fees	62.8(27)	25.6(11)
c. State	25.6(11)	34.9(15)
b. Local, community-based	23.3(10)	39.5(17)
a. Mostly Federal	16.3(7)	46.5(20)
d. Highly dependent upon donations	4.7(2)	55.8(24)
4. Directed Toward Specific Target Group	23.3(10)	76.7(33)
5. Program Activities		
a. Planned class meetings on specific topics	90.7(39)	4.7(2)
d. Happens on one-to-one basis between parents and staff	34.9(15)	41.9(18)
b. Regular meetings with changing topics	23.3(10)	46.5(20)
c. Periodic meetings with changing topics	16.3(7)	55.8(24)

6. Courses Offered

a. Number of courses offered at once: ($\overline{x}$ = 2.026)

b. Average number of class meetings for courses offered: ($\overline{x}$ = 7.268)

c. Length of average class meeting: ($\overline{x}$ = 156.585)

7.	Staff Instructors/Group Leaders		
e.	Most are professionals in child development, social work, psychology, etc.	67.4(29)	14.0(6)
b.	Most have Master's or Ph.D. degrees	41.9(18)	27.9(12)
a.	Most of trained lay persons	30.2(13)	37.2(16)
f.	Most are trained nurses	4.7(2)	55.8(24)
c.	Most are part-time	39.5(17)	20.9(9)
d.	Most are full-time	20.9(9)	37.2(16)
8.	Payment of Fees for Courses	74.4(32)	20.9(9)
10.	Program Evaluation		
e.	Standard evaluation form at end of course	72.1(31)	11.6(5)
d.	Informal evaluation at end of course	69.8(30)	9.3(4)
f.	Evaluation at instructor discretion	39.5(17)	39.5(17)
g.	Follow-up written evaluation several weeks after course is over	9.3(4)	62.8(27)
h.	Funding requires some form of evaluation	25.6(11)	51.2(22)
a.	Staff not trained in evaluation	25.6(11)	46.5(20)
b.	No time for program evaluation	18.6(8)	53.5(23)
c.	No money for evaluation	25.6(11)	46.5(20)

TABLE 62
DESCRIPTION OF CHARACTERISTICS FOR PEPs ASSOCIATED WITH PUBLIC, NONPROFIT GROUPS (n=43)

Characteristics	Response Percentage	
	Yes	No
1. Program Organizational Structure		
b. Program operating within larger organization	79.5(35)	6.8(3)
a. Independent program with own staff	27.3(12)	56.8(25)
c. Grass roots organization with little bureaucratic structure	13.6(6)	59.1(26)
2. Program Funding		
a. Mostly Federal	47.7(21)	29.5(13)
b. Local, community-based	45.5(20)	29.5(13)
c. State	40.9(18)	36.4(16)
d. Highly dependent upon donations	20.5(9)	40.9(18)
e. Based primarily on client fees	15.9(7)	54.5(24)
4. Directed Toward Specific Target Group	54.5(24)	43.2(19)
5. Program Activities		
a. Planned class meetings on specific topics	59.1(26)	29.5(13)
d. Happens on one-to-one basis between parents and staff	52.3(23)	31.8(14)
b. Regular meetings with changing topics	40.9(18)	40.9(18)
c. Periodic meetings with changing topics	38.6(17)	36.4(16)
6. Courses Offered		
a. Number of courses offered at once: ($\overline{x}$ = 2.194)		
b. Average number of class meetings for courses offered: ($\overline{x}$ = 4.895)		
c. Length of average class meeting: ($\overline{x}$ = 117.763)		

7. Staff Instructors/Group Leaders		
e. Most are professionals in child development, social work, psychology, etc.	68.2(30)	18.2(8)
b. Most have Master's or Ph.D. degrees	40.9(18)	47.7(21)
a. Most are trained lay persons	31.8(14)	47.7(21)
d. Most are full-time	54.5(24)	29.5(13)
f. Most are trained nurses	15.9(7)	61.4(27)
c. Most are part-time	27.3(12)	54.5(24)
8. Payment of Fees for Courses	22.7(10)	72.7(32)
10. Program Evaluation		
d. Informal evaluation at end of course	75.0(33)	15.9(7)
f. Evaluation at instructor discretion	56.8(25)	34.1(15)
e. Standard evaluation form at end of course	40.9(18)	50.0(22)
h. Funding requires some form of evaluation	50.0(22)	40.9(18)
a. Staff not trained in evaluation	27.3(12)	[illegible].4)
b. No time for program evaluation	27.3(12)	56.8(25)
c. No money for evaluation	31.8(14)	50.0(22)

TABLE 63
DESCRIPTION OF CHARACTERISTICS FOR PEPs ASSOCIATED WITH NO ASSOCIATION, STRICTLY LOCAL ORGANIZATION (n=27)

Characteristics	Response Percentage Yes	 No
1. Program Organizational Structure		
a. Independent program within larger organization	66.7(18)	25.9(7)
c. Grass roots organization with little bureaucratic structure	37.0(10)	44.4(12)
b. Program operating within larger organization	29.6(8)	51.9(14)
2. Program Funding		
b. Local, community-based	48.1(13)	25.9(7)
a. Mostly Federal	44.4(12)	37.0(10)
c. State	33.3(9)	33.3(9)
e. Based primarily on client fees	29.6(8)	37.0(10)
d. Highly dependent upon donations	22.2(6)	40.7(11)
4. Directed Toward Specific Target Group	66.7(18)	33.3(9)
5. Program Activities		
d. Happens on one-to-one basis between parents and staff	63.0(17)	18.5(5)
a. Planned class meetings on specific topics	48.1(13)	25.9(7)
b. Regular meetings with changing topics	37.0(10)	33.3(9)
c. Periodic meetings with changing topics	22.2(6)	40.7(11)

6. Courses Offered

a. Number of courses offered at once: ($\overline{x}$ = 2.889)

b. Average number of class meetings for courses offered: ($\overline{x}$ = 5.167)

c. Length of average class meeting: ($\overline{x}$ = 124.500)

7. Staff Instructors/Group Leaders		
e. Most are professionals in child development, social work, psychology, etc.	51.9(14)	22.2(6)
b. Most have Master's or Ph.D. degrees	48.1(13)	33.3(9)
a. Most are trained lay persons	25.9(7)	51.9(14)
f. Most are trained nurses	11.8(7)	55.6(15)
c. Most are part-time	37.0(10)	29.6(8)
d. Most are full-time	37.0(10)	40.7(11)
8. Payment of Fees for Courses	22.2(6)	55.6(15)
10. Program Evaluation		
d. Informal evaluation at end of course	77.8(21)	11.1(3)
f. Evaluation at instructor discretion	37.0(10)	44.4(12)
e. Standard evaluation form at end of course	29.6(8)	51.9(14)
g. Follow-up written evaluation several weeks after course is over	3.7(1)	81.5(22)
h. Funding requires some form of evaluation	40.7(11)	48.1(13)
a. Staff not trained in evaluation	14.8(4)	63.0(17)
b. No time for program evaluation	18.5(5)	59.3(16)
c. No money for evaluation	25.9(7)	51.9(14)

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